

# **Free Schools in 2013**

## **Application form**

### **Mainstream and 16-19 Free Schools**

## Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: [mainstream.fsapplications2013@education.gsi.gov.uk](mailto:mainstream.fsapplications2013@education.gsi.gov.uk).

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

**It is essential that the hard copies are identical to the version you email.**

**Section I** must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team  
Department for Education  
4<sup>th</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

#### **Data Protection**

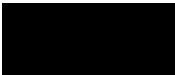

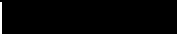


Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

# Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	✓	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	✓	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	✓	<input type="checkbox"/>
<b>Section C:</b> Education vision	✓	<input type="checkbox"/>
<b>Section D:</b> Education plan	✓	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	✓	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	✓	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	✓	<input type="checkbox"/>
<b>Section H:</b> Premises	✓	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	✓	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	✓	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report	<input type="checkbox"/>	✓
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	✓
7. All relevant information relating to Sections A-H of your application has been emailed to <b>mainstream.fsapplications2013@education.gsi.gov.uk</b> between 13 and 24 February 2012	✓	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	✓	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <b>Section A</b> of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	✓	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address:  Altrincham Grammar School for Girls [REDACTED] Altrincham [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input checked="" type="checkbox"/> Academy sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school   <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input checked="" type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>Manchester City Council and New East Manchester Ltd – provided assistance and advice in developing the bid, including information to support the demand assessment. Representatives from both organisations are company directors of the AGGS Academy Trust, the organisation that will oversee the delivery of the College.</p>		

	<p>Manchester City Football Club – provided assistance and advice in developing the bid, including providing the remediated land for the new buildings with outline planning permission and a 3G pitch (total cost of £4.1m). Scholars from the Football Club’s academy will be educated at the Sixth Form College.</p> <p>ekosgen – a consultancy firm who provided assistance in developing, co-ordinating and drafting the funding bid.</p>	
<b>Details of company limited by guarantee</b>		
11.	Company name: AGGS Academy Trust	
12.	Company address:  Altrincham Grammar School for Girls  Altrincham 	
13.	Company registration number: 07695771	
14.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details:  Altrincham Grammar School for Girls	
<b>Company members</b>		
<p><b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>		
16.	Please confirm the total number of company members:3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: 	
	2. Name: 	
	3. Name: 	
	4. Name:	

**Company directors**

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] Appointed Director
	2. Name: [REDACTED] Chair of Board of Directors
	3. Name: [REDACTED] Appointed Director
	4. Name: [REDACTED] Appointed Director
	5. Name: [REDACTED] Parent Governor Director
	6. Name: [REDACTED] Parent Governor Director
	7. Name: [REDACTED] Chief Finance Officer
	8. Name: [REDACTED] Appointed Director
	9. Name: [REDACTED] Chief Executive Officer
	10. Name: [REDACTED] Appointed Director
	11. Name: [REDACTED] Appointed Director
19.	Please provide the name of the proposed chair of the governing body, if known:  Not yet confirmed

**Related organisations**

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p>n/a</p>
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>n/a</p>
<b>Existing providers</b>	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
25.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p> <p>n/a</p>
27.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p> <p>n/a</p>
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>n/a</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>n/a</p>



30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>We are an Academy sponsor headed by a high-performing state maintained school.</p> <p>Company Registration No: 07695771</p>
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**Please tick to confirm that you have included  
all the items in the checklist.**

✓

**Declaration to be signed by a company member on behalf of  
the company**

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

██████████

**Position:           Member of company**

██████████

**Date:               23 February 2012**

**NB This declaration only needs to be signed in the two hard copy  
versions of your application. Please use black ink.**

## Section B: Outline of the school

1.	Proposed school name:	The Connell Sixth Form College
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2015
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
10.	Postcode of the preferred site of the proposed school:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	Manchester
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Site located 1 mile from the border of Tameside and 1.5 miles from the border of Oldham.
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

## Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

A vision has been developed for a new Sixth Form College in East Manchester, the Connell Sixth Form College, led by the AGGS Academy Trust. The vision is based on the following:

- Delivering a traditional academic Sixth Form College;
- Meeting the increasing demand for sixth form places in East Manchester;
- Increasing the choice and diversity of provision for local young people;
- Complementing and enhancing existing provision in the area;
- Providing a bespoke and wide ranging curriculum;
- Inspiring and increasing the attainment and progression of young people from some of the most deprived communities in the UK.

This section provides the context and rationale to the proposals, as well as the full education vision and objectives for the new Sixth Form College. A location map for the proposed College is provided within section H.

### Context to the Proposals

**Manchester is the strongest regional centre in the UK** and a world class business, research and sporting location. The City has experienced significant growth over the past decade, and despite the economic downturn, the City has strong long term prospects for growth. The latest forecasts indicate the need to plan for an additional 53,000 new jobs in the City by 2027 and an additional 82,500 residents (+16%). East Manchester, where the proposed Connell Sixth Form College is to be located, is forecast to be one of the hotspots for this forecast population and economic growth in the City. Educational attainment is improving across the City and this has been helped by a major schools rebuilding programme. Major challenges however remain in order to increase the speed of improvement across the City including gaps in provision, areas of under achievement and the need to provide the population with the skills necessary to access the new jobs being created.

**East Manchester has undergone a transformation over the past decade**, with the hosting of the 2002 Commonwealth Games providing a catalyst for a much wider regeneration programme led by New East Manchester Ltd. This has proved crucial in attracting further investment, securing jobs and stimulating regeneration. This rejuvenated part of the City is making an

increasing contribution to the City's growth. East Manchester is forecast to accommodate a large proportion of the City's population growth and job creation over the next twenty years.

Whilst considerable progress has been made, key challenges remain and much of East Manchester's population live in **some of the most deprived neighbourhoods** in the UK. The need to increase and meet the aspirations of local young people and provide opportunities for them to gain the academic qualifications to go on to university and access the new jobs which are being created in the City is the key rationale for this Sixth Form College proposal.

Additional information which sets out the context to the proposals for a new Sixth Form College in East Manchester is provided in Annex 3 (Summary Business Case).

### **Education Provision and Demand in East Manchester**

There has been significant investment in education infrastructure in East Manchester over the past decade, including investment in four new primary schools, the rebuilding of three high schools and development of the new East Manchester Academy. This physical infrastructure has played a role in improving the education offer within East Manchester over the past decade. East Manchester is currently home to the following five secondary schools:

- **East Manchester Academy**, a new Academy which opened in the heart of East Manchester in 2010 and specialises in the Built Environment and the Performing Arts. The Academy is located approximately 250m from the proposed Sixth Form College's site.
- **Wright Robinson High School**, located in Gorton which became a member of the Specialist Schools and Academies Trust and specialises in sport and the arts.
- **Cedar Mount**, a multi-faith high school which moved to the £27m Gorton Village in 2008 and is in the process of becoming an Academy sponsored by the Altrincham Grammar School for Girls.
- **St Peter's High School**, a catholic high school located in Belle Vue, which is a specialist college for business and enterprise, including a partnership with the Co-operative Group, and is one of the region's leading sports schools.
- **Melland High School**, which is a special needs high school for pupils aged 11-19 serving communities in Central and East Manchester.

In addition, there are a number of schools located on the outskirts of East Manchester to the north of the City which attract some East Manchester young people (e.g. the new Communications Academy in Harpurhey). A total of eighteen primary schools provide the area's five high schools with the majority of their pupils.

Whilst Manchester College delivers significant post 16 provision within the East of the City, this is primarily focused on vocational qualifications. There is currently no academic Sixth Form provision in East Manchester.

**Increasing demand for Sixth Form places in East Manchester** is evident from the number of young people travelling outside of the City for sixth form education and the increasing school rolls from a growing population. These pressures are likely to increase as new housing development is delivered and the area's population continues to grow. Other factors at play include increasing GCSE attainment in East Manchester, the rising age of participation and the effects of removal of the Education Maintenance Allowance. Further details of the demand for Sixth Form provision in the East of the City is provided in section E of the application form, with additional information available on request.

In summary, the applicant and partners believe that there is an un-met demand for a high quality, academic Sixth Form offer in the area.

#### **The Location: The Etihad Campus**

Manchester City Football Club (MCFC), one of the world's leading football clubs with ambitious plans for growth, is a major employer in the area. **The Football Club has built a deep and lasting relationship with communities across Manchester** since the late 1800s, when the club that became MCFC was founded by the **Connell family** as part of a wider social offer to combat worklessness, anti-social behaviour and crime.

Over the past decade, it has re-established firm roots within East Manchester and the **City in the Community** programme (CITC) continues to be recognised as **one of the best sports related community programmes in the country**. It was formed in 1986 with the aim of forging links between the Club and the local community and currently employs over 50 staff in a mixture of full and part time roles overseeing a variety of projects in relation to sport, health, young people, skills and enterprise. The desire of young people to be associated with the Club and support for its CITC programme from the local community is supported by the fact that each year CITC engages with over 200,000 people of all ages from across the local community and 280,000 across the city. This predominantly involves targeting young people in inner city areas and creating opportunities through football. It runs projects across four key areas: football and sport development; health and activity; skills and enterprise; and community cohesion.

The Club has recently secured planning permission for **a new, world leading Football Academy (MCFA)** to be located adjacent to the Etihad Stadium in East Manchester (see overleaf). MCFA will be one of the best training and youth facilities in Europe, as well as hosting the Club's corporate HQ and 300 staff.

As part of the **Club's commitment to the local community** and developing the wider campus, a large site adjacent to MCFA has been made available, fully remediated and with outline planning permission, for community use.



This site is now part of an integrated development – [REDACTED]. This will

comprise a new academic Sixth Form, a sports research institute, a new community leisure centre and a regional sports hub for sport governing bodies (see annex 4 for the masterplan drawing). This will build on existing education, community and retail provision in this part of East Manchester.

A shared vision has been developed amongst partners to deliver brand new educational facilities to host a **traditional academic Sixth Form College** on the site. This is brought forward by the applicant, the **AGGS Academy Trust**, led by Altrincham Grammar School for Girls (AGGS), one of the country's leading schools. AGGS has already been working with schools in East Manchester (including Cedar Mount and Wright Robinson High Schools and Gorton Mount and Stanley Grove primary schools) with exceptional results. Through the AGGS Academy Trust, they are committed to raising educational standards and attainment in some of the City's most deprived communities.

The Football Club is supportive of the Sixth Form proposals, recognising the major positive impact which it will have on East Manchester, and the opportunity to meet the educational requirements of the Manchester City Academy (which will be a Category One Football Academy). Up to 30 football scholars per year from MCFA will attend the Sixth Form College. The local authority, local schools and Universities are also supportive of the proposals with a number of letters of support attached to the bid in annex 1.

The project will provide new educational opportunities within a unique learning environment and provide a strong routeway to University. The College will also form a valuable resource for the local community and will promote good community relations, assisted by the involvement of Manchester City FC through its CITC programme.

### **Vision and Rationale**

The partners taking forward this project are determined to enable all young people in East Manchester to enjoy the benefits of **the best education**



**possible and to increase the choice and diversity of provision at post 16.**

A collaborative approach has been established towards the planning for, and establishment of, a new Sixth Form College in East Manchester. Core to this has been the focus on **complementing and enhancing existing provision in the area, developing a comprehensive East Manchester 14-19 offer and meeting increasing demand for A-Level provision.** This will help to increase the attainment levels of young people in some of the most deprived communities of the UK and increase the number who progress to University.

A shared vision has been developed amongst partners to deliver **a traditional academic Sixth Form College.** This is brought forward by the applicant, the **AGGS Academy Trust.** Further details of the vision, objectives and principals of the Trust are provided in section F. The project will provide new educational opportunities within a unique learning environment and establish a strong track record of progression to higher education.

The Sixth Form College is being established to **address a gap in provision.** East Manchester does not currently have a traditional academic Sixth Form offer, and local young people travel outside of the area to access provision. In addition, there is **increasing demand for traditional A-Level provision** due to the area's rising population, improving GCSE results and other factors. The delivery of the College will also free up the East Manchester Academy, located close to the Sixth Form and currently over-subscribed, to extend its 11-16 provision to cater for increasing school roll numbers. It will also meet demand from local people for improved educational facilities. The school will be fully inclusive, with no religious character.

The vision for the Connell Sixth Form College in East Manchester is set out overleaf.

## The Vision for the Connell Sixth Form College

*The Connell Sixth Form College in East Manchester will offer the values, ethos and student experience of a traditional Sixth Form and will seek to establish from the outset a strong track record of progression to higher education/university. The College will fill a gap in education within the East of the City, meeting increasing demand for traditional A-Levels and will raise the aspirations and progression rates of local young people.*

*Students will become part of a vibrant and professional learning community, surrounded by like-minded young people at the start of a new journey. The approach to teaching and learning will be based around students being challenged and inspired to raise their aspirations and pursue academic excellence. It will develop and inspire resilient young adults willing to take risks and celebrate success. The experience at the College will prepare them to take on the rigour of higher education along with the necessary confidence and independence needed to compete for success.*

*Through close links with local primary and secondary schools, Universities and major employers, a consistent and collaborative approach will be adopted to the education of local young people in East Manchester. The College will provide East Manchester's young people with the best possible opportunity to progress to higher education and access new employment opportunities which are being created across the City.*

*The College's location within the wider Beswick Community Hub, a campus of high class sporting, leisure, and community facilities, will make it unique. A collaborative approach to facility planning will ensure that students have access to extended facilities while the local community will benefit from use of the College with an active extended schools provision. The College will play a role in the ongoing regeneration of East Manchester, helping to change it from an area characterised by deprivation to one of opportunity and choice.*

The core objectives of the Connell Sixth Form College project are complementary to the wider regeneration objectives for East Manchester as set out in the Strategic Regeneration Framework for East Manchester. These include offering excellent educational opportunities for young people, increasing the take up of employment opportunities by local residents and promoting East Manchester as a high quality family location.

## The Connell Sixth Form College– Core Objectives

- To provide a full Sixth Form academic curriculum in East Manchester that raises the aspirations and attainment of young people.
- To increase the number of young people from East Manchester who progress to University, training or employment at the age of 18 plus.
- To provide young people with advanced academic and vocational qualifications which reflect the jobs which are being created in the City.
- To provide safe and high quality facilities within a wider community campus that inspires staff, young people, parents and the local community to develop their full potential.
- To understand each pupil's differing learning needs and abilities and use a wide variety of teaching methods to enable them to make significant progress matched to their ability.
- To engage with other education providers, partners and employers to ensure that a joined up approach to the education of young people and use of facilities is provided to maximise the benefits for the local community.

There are a number of key features of the Sixth Form College as summarised below. These draw on our knowledge of the East Manchester and the needs of local pupils given our recent experience of working with schools in the area:

- **Bespoke academic curriculum:** which meets the needs of students and the economy. This includes A Levels in a variety of subjects including the Sciences, Foreign Languages, English, Maths and General Studies and BTEC (A Level equivalent) in Applied Science, Sports and Exercise, and Business. The curriculum has been developed to provide a strong platform to increase the progression of young people in East Manchester into both higher education and vocational employment
- **A Foundation Year:** this has been developed in recognition of the fact that many young people in East Manchester will need a transition year to access more GCSE qualifications to enable progression to successful A Level studies. During this year, they will be offered the **Bright Futures** scheme, an innovative internment programme which raises the aspirations of young people, as well as a core curriculum offering study skills such as modern foreign language and IT computing and a wider curriculum will offer Mindfulness, Being Here and Moving On (SEAL for the Sixth Form) to develop social and organisational skills and emotional resilience. Within this foundation year, there will be opportunities to take Enterprise and other qualifications such as

Extended Project Qualification and General Studies, as well as Philosophy.

- **Wrap Around Support:** pastoral support based on the needs of the young person taking into account their personal and family circumstances. This recognises that many of the target pupils will be from disadvantaged backgrounds and will require additional support in order to achieve and progress. The proposed support will include both academic and pastoral mentoring and other intensive support in areas such as healthy lifestyle, citizenship and financial awareness.
- **Learning Environment:** located close to the new community leisure centre and local library, the Sixth Form College will have state of the art ICT facilities. The school's design and accompanying policies will encourage students to come in early and stay late in an extended school day, with both supervised and unsupervised study sessions, helping to increase the chances of securing good exam results, with crèche facilities and link clubs for brothers and sisters.

A new academic Sixth Form in East Manchester can play an important role in delivering the education vision for East Manchester and providing new educational opportunities in a unique learning environment.

### **A Joined Up Approach**

The Sixth Form College will work closely alongside **the other local high schools and primary schools** in East Manchester to deliver the vision for young people and secure the maximum community benefit for one of the most deprived communities in the UK. It will also deliver significant efficiencies in the use of public monies and create an institution that is committed to engaging with the communities that surround it. The AGGS Academy Trust is already working with a trust of schools in East Manchester, including primary schools and secondary schools in the area, and their involvement in delivering Sixth Form provision would enable **continuity** to be provided in all stages of education for children and young people in the local area, from primary through to higher education.

The goal of increasing the number of young people from low income households going on to University will be assisted by close links to local Universities. As an example, **Manchester Metropolitan University** (MMU), some three miles from the Sixth Form College, is committed to widening participation and already offers a number of degrees which are relevant to the new jobs which Manchester is creating. MMU will be an active collaborative partner in the Sixth Form College as set out in annex 1. This will include developing courses and programmes, work based learning and flexible teaching methods. In addition, the AGGS Academy Trust has close working relationships, for example in teacher training and research, with other HE

providers such as the University of Manchester and the University of Salford.

There will also be a major focus on working with local employers to ensure that both the education provision and wider wrap around support is delivered in a way which better prepares young people for future employment opportunities. The AGGS Trust already has close working relationships with a variety of **major employers in the City** (e.g. Siemens, Marks and Spencer, Barclays, Eversheds, the City Council, Manchester Sport and Leisure Trust and Manchester City Football Club) and these will be key partners particularly in projects such as the Bright Futures programme.

In summary, the Connell Sixth Form College will close a gap in education provision in East Manchester by providing a joined up approach to sixth form provision for young people from some of the UK's most deprived neighbourhoods. This funding bid is to establish the College as a Sixth Form Free School and to secure funding for the capital costs associated with its new build.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Foundation</b>	0	30	60	60	60	60	60	60
<b>Year 12</b>	0	150	245	270	270	270	270	270
<b>Year 13</b>	0		150	270	270	270	270	270
<b>Totals</b>	0	180	455	600	600	600	600	600

## Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

### **SECTION D1 – Curriculum Plan**

The provision at this college will fulfil the need for a high-quality academic provision post 16 in East Manchester. It will meet the needs of students seeking academic studies at post 16, with a variety of A-levels offered alongside BTECs. These will enable students to enter higher education, higher tier apprenticeships or work placements. In addition, some students who require additional support before embarking on A-levels or BTECs will be offered a Foundation Year. The curriculum is challenging, but one which is designed to raise the aspirations and attainment of young people in East Manchester.

#### **The Foundation Year**

The Foundation Year recognises that some local young people in East Manchester will not be ready to take on A-Level / BTEC courses straight away. It will comprise a varied and challenging year to enable the progression of young people onto the two year courses offered at the College.

The Foundation Year will access courses from the core curriculum, which will also be available to those students on the A-level or BTEC courses. The core curriculum will enable the foundation students to take or retake GCSE subjects so that they can progress to their A-level or BTEC studies. It will also offer access to courses on well-being such as Mindfulness and *'Being here.... And moving on'* (a bespoke course designed to give the students the skills in emotional literacy, organisation and social awareness which will enable them to move into the adult world seamlessly). There will also be courses offered on healthy lifestyle, financial awareness and home-alone skills. Certain AS studies such as Philosophy and General Studies will be offered in the core curriculum.

At the end of the Foundation Year the students will be assessed in seven key areas - language, literature, society, maths, arts, IT and science to ensure that they are ready to progress onto the next stage of A-levels and BTECs.

#### **Main Curriculum**

A range of A-levels will be offered, depending upon demand, in the traditional academic subjects such as the separate Sciences, Geography, History, English, Spanish, Maths, and Psychology. BTECs in Business

Studies, Sport and Exercise Science and Science will also be offered. These qualifications will enable every student to access a career pathway with very good job prospects. Employers in Manchester, such as Siemens, with whom relationships have already been developed have indicated that this range of subjects will lead to qualifications, which in turn will ensure the employability of the students.

### **Virtual Learning Environment (VLE)**

A bespoke curriculum, using the virtual learning platform, will be developed and offered to elite athletes (e.g. MCFC scholars) and others in order that they can access the same academic curriculum as the other students despite being away from home for extended periods. This VLE will also be open to the students who are not elite athletes.

The vision of this college is one of excellence, challenge and inspiration in order to raise the aspirations and attainment of young people from East Manchester. At the end of their education, no students will be a NEET and all will be prepared for further training, higher education or employment. The 'Bright Futures' project, our innovative work experience programme, is an example of how the curriculum has been developed to ensure that this vision becomes a reality.

The curriculum plan will be supported by sound financial plans as set out in section G.

### **SECTION D2 – School Timetable and Calendar**

The timetable and calendar which has been developed for the Sixth Form College takes account of the need to provide additional and extended support to a number of the students in order that they can reach their full potential. This is reflected in extended opening hours, catch up and extension sessions and additional revision support as set out in the College timetable and calendar overleaf.



## Sixth Form College Timetable and Calendar

### College Year:

Compulsory for all:

- 38 weeks of scholastic engagement.

Compulsory for some:

- Catch up and extension outside college year- duration and time depends on need.

Optional:

- Revision and support for those who wish to engage.
- Summer camp/engagement.
  - Arranged by the Sixth Form College.
  - Arranged by Sporting Associations.
  - Arranged by other agencies.

### College Cycle:

- Ten day cycle
- 55 minutes per lesson
- 6 periods per day

### Typical day during term time:

- Open from 7.30 a.m. with breakfast facilities.
- College Day begin at 8.15 a.m.
- Formal instruction ends at 3.55 p.m.
- Supervision 1      4.15 p.m. – 6.00 p.m.
  - Supervised support; extension activities; homework club
- Supervision 2      6.00 p.m. – 8.00 p.m.
  - Unsupervised study facilities for Sixth Formers
  - Café closes at 8.30 p.m. on normal week nights

An academic environment of raised aspirations and increased attainment will be created by giving the students to have access to high quality education in a supportive environment. This will be provided by tutors who will oversee each tutor group of about 15 students and time will be available for 2 tutor sessions each cycle. These tutors will be supported by Senior Tutors who will have an overview of each year group. This will provide academic and pastoral support. There will be a Head of Department in charge of the delivery of each subject offered on the curriculum. These teachers will be subject specialists in order to offer the highest quality of delivery. The class structure will be traditional but the subject delivery will

encapsulate modern pedagogy which will be supported by Altrincham Grammar School for Girls Teaching School practitioner training programmes courses such as the Outstanding Teacher programme.

The school timetable and calendar have been designed to meet the needs of East Manchester students, with a focus on an extended opening at the College, extension sessions, a wide range of pastoral care and a tailored curriculum. This reflects the need to provide additional and tailored support to meet the needs of many of the students who have low aspirations and are from disadvantaged backgrounds, and address the issue of low attainment and progression rates. It is only through such a staffing structure, careful monitoring (academic and pastoral) and outstanding delivery of courses that the achievement of target outcomes for these students can be guaranteed.

### **SECTION D3 – Meeting the Needs of Pupils**

#### **Awareness of the Varying Needs of Pupils**

Altrincham Grammar School for Girls already has experience of working with schools in the East Manchester area, with outstanding results. This includes working with Cedar Mount and Wright Robinson High Schools over the past year. The proportion of pupils attending Wright Robinson who gained 5 or more A\*-C GCSEs increased from 33% to 50% between 2010 and 2011. This experience, together with the support of New East Manchester (the local development company) means that the applicant is aware of the specific needs facing East Manchester pupils. These include:

- Low aspirations of young people in the area, which is partly the result of a history of low attainment within their family and intergenerational worklessness;
- A higher than average number of pupils on free school meals and from disadvantaged backgrounds;
- Low attainment levels in the local area, with GCSE results being consistently below the local authority and national average (although this trend has been reversed recently);
- Low progression rates to university, training or employment with a higher than average number of young people not in education, employment or training (NEET); and
- Issues faced by young people in a transient population, including language and cultural barriers.

The ethos and approach of the Sixth Form College will take these issues into account, based on ensuring that each young person is inspired to increase their aspirations and attainment and progress to education,

training or employment opportunities.

### **Overcoming Barriers to Achievement**

A tailored and personalised approach is proposed which understands each pupil's differing learning needs and abilities and uses a wide variety of teaching methods to enable them to make significant progress matched to their ability. The needs of individuals will be identified both at the outset and on an ongoing basis to ensure that each individual is provided with the necessary support to achieve their goals. The approach is also based around an extended day, and is reflected in:

- **A Foundation Year:** for those students who need a transition year to access more GCSE qualifications to enable progression to further education.
- **Wrap-Around Support:** pastoral support based on the needs of the young person, taking into account their personal and family circumstances. This will include academic and pastoral mentoring and other intensive support in areas such as healthy lifestyle, citizenship and financial awareness.
- **Bespoke academic curriculum:** which meets the needs of students and the economy. This includes A Levels in a variety of subjects including the Sciences, Foreign Languages, English, Maths and General Studies and BTEC (A Level equivalent) in Applied Science; Sports and Exercise, and Business, providing a strong platform for both higher education and vocational employment.
- **Collaboration and continuity:** with a variety of other education providers, employers and higher education institutions to provide continuity in the teaching of local young people and ensuring that they have the best possible opportunity to progress to higher education and access new employment opportunities which are being created across the City.

The unique three year curriculum (for those requiring it) and the distance learning model for the scholars (discussed below) will meet the needs of all students who wish for an academic education. The extended day for study and the support and pastoral curriculum will provide enhanced support to meet the needs of the students from this community.

A variety of extension activities will be provided within lessons to meet the needs of students of differing abilities, both those who need additional support and those most able. Extension sessions for subjects and for competitive Higher Education options such as Medicine and Law will cover areas which are both at and beyond the boundaries of the curriculum. They will also inspire and provide opportunities for super-curricular learning for the most able and the most motivated. These will include provision for those

looking to sit Oxbridge entrance and include guidance on aptitude tests and interview practice. An example would be a Modern Foreign Languages extension workshop which would explore literature and culture in the target language beyond the requirements of the examination. Students will also benefit from the Modern Languages Exchange.

Those looking towards a career in Healthcare or Law will be offered work shadowing, certain extra-curricular activities (e.g. First Aid; Sign Language) and potential for work experience with major healthcare providers and law firms in the City. This will provide further opportunities for self development and strengthen applications to the most competitive courses. Workshops will also cover key developments in medical or legal thinking and opportunities for discussion of issues in medical or legal ethics.

We will make fertile partnerships with a variety of local universities, HE providers and organisations such as the BBC to develop skills in Media without students having to sacrifice studying other demanding A levels. Creative writing workshops will address the needs of talented writers and furnish a creative writing magazine which can itself forge community links. These will involve students competing in national competitions such as Media Skills UK Competition.

Extension sessions will be organised, in part by students, and will also include talks from visiting experts such as academic specialists or career professionals and visits to Oxbridge colleges, as well as other Russell Group universities. Students who qualify for WP schemes such as UNIQ / Sutton Trust summer schools will be advised of these. As the college develops, an alumni association will provide students with further contact with other high achievers.

The curriculum itself includes opportunities for development through enrichment qualifications such as Critical Thinking and Extended Project Qualification. Further enrichment qualifications will be available in Sport, Drama and Modern Languages. Again, the Modern Languages Exchange will promote the value of competence in another language.

For students with particular needs, we will use the model of an inclusive Learning Team which provides tailored support in a variety of forms, including workshops in literacy and numeracy; individual and group support for e.g. dyslexia; ESOL (English for Speakers of Other Languages) classes; mentoring; class assistance and special arrangements for examinations. The College will look to provide specialist equipment and software.

Support will be checked by the students' personal tutor and there will be the chance to review SEN arrangements in the weekly tutorial period. We will also provide Immigration Support where necessary, liaising with the Home Office or other authorities helping the students navigate through the legal

system.

The College will also cater for the needs of up to 30 scholars per year from Manchester City's Football Academy, and potentially other young elite athletes. The AGGS Academy trust will ensure that these scholars are provided with a high quality education and that the educational requirements of a Category One Football Academy are met. The scholars will include a mixture of backgrounds and abilities. In order to fit in with playing and training commitments (including large amounts of travelling), the scholars will make particular use of the virtual learning environment which will be developed (see below). This will ensure that the scholars are able to benefit from easy access to high quality, online educational facilities. The College's key principles of a challenging but vibrant environment, educational excellence, achievement and inspiration will continue to be applied to the teaching of these scholars.

### **Use of ICT**

The College will have a 'state of the art' ICT infrastructure and ICT will be incorporated into all areas of College life.

A Virtual Learning Platform will enable students and staff to access and share resources beyond the classroom setting. ICT will also enable sharing of resources and experiences across Trust schools.

Data will be collected and collated across the Trust schools to inform the base line assessments of students and future development of the curriculum alongside staff CPD.

The College will work to develop a series of bespoke, on-line resources that can be accessed by students and scholars to enrich and develop their educational experience, as well as resources that will aid the delivery of the curriculum. This would be a similar system to that successfully operated by The Florida Virtual School. Students will also have access to other on-line accredited modules provided by Higher Education institutions such as the YASS scheme delivered by the Open University.

ICT will also be used to enable students to link with outside experts, including those in Business and Higher Education to broaden and extend their understanding of new developments in their subject areas, and the influence that the subject has both nationally and internationally. This contact will be through areas such as BLOGS and will build on successful collaborations and contacts that AGGS already have.

The Careers Education, Information, Advice and Guidance (CEIAG) agenda, developed by Altrincham Grammar School for Girls, and nationally accredited, using web-based packages such as JED and Higher Ideas will be developed for the specific needs of the students of this college such as

links to the widening participation agendas of Higher Education.

The college will also access other subject-specific resources to support the learning of all students. We will consult with our existing partners to source suitable resources and packages for students of all abilities, for example the links which are already established with Melland School (a school for students with learning difficulties at all levels).

### **Approach to Supporting Disabled & Special Educational Needs Pupils**

Within Manchester there exists a continuum of provision for children and young people with learning difficulties and / or disabilities (including those with physical disabilities, autism and sensory impairments). The Connell Sixth Form College would form part of this provision. This includes: well resourced mainstream provision with additional support; specialist resourced provision in mainstream schools (eg Newall Green (which has a sixth form), St Peter's and Abraham Moss at secondary level); special school provision; and residential provision.

Manchester's special school and special sixth form provision has been rated mostly good and outstanding, which will compliment, support and work in partnership with the Connell Sixth Form College. There are three 11-19 specialist support schools for pupils with significant learning difficulties (Piper Hill, Melland and North Ridge), all of which are co-located with a mainstream high school. Each provides an outreach service for other schools and organisations in their area. All of the schools are active in their communities and hold national awards such as Sports Mark, Arts mark and Healthy Schools. Piper Hill High School is able to offer training to other schools on a 6 day Autism training package developed by the authority and PCT to support inclusion of pupils with ASD in mainstream and resourced schools. All of this resource will be accessible to and supportive of the Connell Sixth Form College.

Grange School (located within East Manchester) has been designed specifically for pupils aged 4-19 with Autism and includes a residential unit. The Horizon unit, a 'school within a school' caters for pupils working at higher levels of the national curriculum and prepares its students to move onto mainstream college and work. This provision is ideally located for preparing students for a pathway into the Connell Sixth Form College.

Lancasterian School caters for students with complex physical disabilities and life limiting conditions aged 3-16. A number of the pupils use assistive technology to communicate. Lancasterian also manages the City's sensory support service and has staff working in schools across the city providing specialist teaching to pupils with hearing and visual impairments. It also runs the Independence Development Service (residential facility) and Travel Training partnership.

As well as a growing number of school and academy sixth forms, Manchester has 2 sixth form colleges (Xaverian and Loreto) and a general FE college (The Manchester College). All of these providers offer good, differentiated support to students with additional needs on academic and vocational courses. For instance, students are routinely assessed for specific learning difficulties and offered specialist teaching or other support if required.

Loreto College has an additional expertise in supporting students with Autism - many of whom progress to university . These colleges will be keen to work in partnership with the Connell Sixth Form College. The Manchester College has a large sensory support department, with specialist teachers, communication support workers and mobility trainers providing mostly individual support for deaf and visually impaired students on a wide range of mainstream courses.

Bridge College, an independent specialist college (catering for young people aged 16-25 with complex learning difficulties and disabilities unable to access local provision), is moving to Openshaw in East Manchester in September 2012. As well as specialist teachers, the college employs physiotherapists, speech and language therapists and occupational therapists.

The local authority, schools, colleges, Connexions, PCT and others are currently working together to create more individualised progression routes for disabled school leavers, with the potential for student to have a single education, Health and Care plan with a pooled budget - this is part of the SEND Pathfinder programme of work that Manchester is undertaking for the DfE. Some of these students would consider a pathway into an academic sixth form.

Students with Statements of SEN who continue into a school or academy sixth form can continue to be supported through their Statement (via the local authority Statutory Assessment Team) within the Connell Sixth Form College.

We will be guided by the SEN code of practice and, again, benefit from the Inclusive Learning Team. Individual tutors will keep a regular check with the student on their Progress Plan which will take all educational needs into account. Both SEN and EAL provision will be supported by the Foundation curriculum which will ensure key skills in numeracy and literacy as well as fluency in ICT.

In summary, Manchester has excellent multi agency working to support the progress of disabled young people in all types of settings, and the Connell Sixth Form College would wish play an active part in this partnership.

## **SECTION D4 – Success Measures**

### **Student Targets**

Students studying both Advanced Levels and BTEC will be provided with Advanced Level Information System<sup>1</sup> (ALIS) target grades. ALIS is a target setting system run by the CEM Centre at Durham University and is already successfully used by over a third of all Sixth Form providers (including Altrincham Grammar School for Girls), to calculate both student and subject specific targets.

Where possible, the ALIS target grade for each subject will be based on a student's GCSE average score. Whilst GCSE is a very good indicator of future attainment, GCSE grades depend on prior teaching and learning as well as the student's ability, and in some cases students arrive with few or no GCSEs, having studied alternative courses. In these instances, the ALIS alternative baseline tests will be used to provide a greater understanding of the student's ability.

The ALIS subject targets will take the form of a grade and a score. The grade reflects the potential final grade and will be used as a minimum target grade which students, parents/carers and teachers can monitor progress against. The individual score will provide a measure of where in the grade range that student is, and this will be used to monitor students within each subject to make sure that sufficient challenge and/or support is being provided for them.

ALIS subject targets will be shared with each student and opportunities will be given to discuss any issues arising due to these. In general, the ALIS A2 target grade will be seen as a minimum target grade for students.

For students in the Foundation year, who may be re-sitting GCSE subjects, their prior Fischer Family Trust<sup>2</sup> (FFT) target grade will be used as a minimum. Where this minimum target grade is not a C grade, or in other circumstances, the FFTD target may be used to increase student aspirations. Prior data may be requested from their feeder schools. Where students have no prior data and therefore no FFT target grades, other measures will be used to set targets, such as Cognitive Ability Tests (CATS) data and SATS performance.

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<sup>1</sup> Advanced Level Information system - ALIS uses GCSE data and its own alternative baseline tests as measures of ability, against which to measure. This enables ALIS to provide predictive data and value-added analyses specific to each student and each subject studied

<sup>2</sup> Fischer Family Trust data - FFT is part of a consortium that is contracted to process all data for the Department for Education's (DFE) National Pupil Database and Achievement & Attainment Tables (Performance tables).



With regards to progression, and given the low levels of progression, employment and academic attainment in East Manchester historically, the overarching target for the College will be for no NEETs graduating from the College. The College will ensure that each individual progresses to the most appropriate destination based on individual circumstances at post 18/19, whether in employment, further training or higher education.

## **Success Measures**

### ***Academic Achievement / Progression***

The Sixth Form College will endeavour that there are high retention rates and that post 18, all students go onto Higher Education, employment with further training, apprenticeship schemes or Higher Education Foundation Courses by e-learning. This will address a long standing issue in East Manchester of high levels of disengagement amongst some young people as well as low progression rates to higher education and employment. The project will seek to improve the prospects of young people from the poorest households in East Manchester and engage with young people currently disengaged from mainstream social and economic life.

It is also the aim of the College that students achieve their full potential in each of the areas they study and that they meet their target grades in their external examinations.

Success measures for Foundation students will be those measured against seven criteria – Language, Literature, Social Studies, Maths, IT, Arts and Science, all these subject skills to be of a GCSE standard. If they are re-sitting GCSEs, then they should achieve their target grades.

Outcomes for all students will be shared with their feeder schools and will also form part of the Trust's data and tracking systems. This information will be used to continue to raise aspirations within the feeder schools and to consider additional support, or intervention, that may need to be put into place for some students, or on a whole school level, in order for them to succeed at Sixth Form level.

### ***Attendance***

All students are expected to achieve attendance of 97% or more. Tutors will have the role of monitoring attendance, as well as Senior Tutors. Sanctions and, ultimately, a request for a student to leave the College, will be imposed if they are persistent absentees with no acceptable reason for their absence.

### ***Behaviour***

All students are expected to show respect at all times to the staff, buildings and each other. A clear, home-college agreement will set out the ethos of the College. This agreement will be signed by students, parents or carers

and the college. The maintaining of order and discipline will be an important part of every Tutor's role. Senior Tutors will reinforce this role and, ultimately, the senior management team will be pro-active in ensuring staff and students are able to continue the teaching and learning in an atmosphere conducive to study and well-being.

A reporting system for recording breaches of trust will ensure clear records are kept of both incidents and sanctions. A flow chart will show the escalation path of incidents and the appropriate action to be taken by staff at any point. Parents or carers will also be involved in this process.

### ***Leaver Destinations***

Student leaver destinations will be monitored against the Aims of the College and these will track destinations on a six month basis in the first year after leaving. These will be monitored by SLT and reported to Governors twice year.

### ***Learner and Parental/Carer Views***

Learner and Parental/Carer surveys will be conducted. Learner attitudinal surveys will focus around their learning experience, health and wellbeing and will take place at transitional points and at the end of each academic year.

Exit questionnaires focusing on the learning experience throughout the student's time at the college will also be conducted.

The Parental/Carer survey will be based on the OFSTED questionnaire. Feedback from each of these questionnaires will inform the College and individual development plans and will be reported at all levels throughout the College. They will also inform the Trust development plans and inform CPD needs.

### ***Success Measures for Staff***

High standards of punctuality (targeted at 100%) and attendance (targeted at 97%) will be expected of staff. This will be monitored on a weekly basis and return to work interviews will be arranged to monitor staff well being. These figures will be reported to Governors each term.

Every member of staff will comply with formal performance management procedures as laid down in the national 2012 documentation and guidelines. Annual target setting processes with interim and annual reviews will take place.

In addition to INSET training, every member of staff will have access to high quality CPD opportunities which they will be expected to participate in. These will be linked to their Performance Management targets. Every CPD activity will be evaluated by the individual to identify action and impact. The

cost-effectiveness and impact on CPD will be reviewed on a half-yearly basis and reported to Governors at this time.

### **Pupil Assessment and Tracking Systems**

The tracking system will be held on the College's MIS system which each tutor will have access to. Reporting will be available electronically and data will be made available to both parents and students. The College's tracking data will also feed into the Trust's data system to enable the Trust not only to monitor performance within the College, but also to track students across Key stages.

Robust formative and summative assessment procedures will be embedded throughout the curriculum to equip students with the skills to be both perceptive and accurate in their self assessment.

Student tracking data will be stored on the whole school MIS system. Data will be collected each half term and reported at the end of each assessment period on:

- Attainment in the wider curriculum areas (tracked against ALIS targets in the main);
- "Working to deadlines" in the curriculum areas;
- Attendance data; and
- Assessment data on focus and discipline in terms of the four periods of sport / Bright Futures work placement will be monitored and reviewed every half term.

Students will meet with their subject tutors each half term to review their progress and to set realistic targets for development within each subject area. A progress review meeting will also be held with their Pastoral Tutors to review individual subject targets and to discuss their progress across all areas of College life.

All data and targets will be recorded on the MIS system and staff, students and parents/carers will have access to this information on a continuous basis online. It will be expected that parents/carers will access the data at least once every half term, either through access via a home computer, access (with assistance available) within the College, or through a printed report.

In addition to the progress data outlined above, progress review meetings will take place once during the academic year with parents/carers and written reports will also be issued once a year which build on the targets set by the student.

Each subject department will have a monitoring and mentoring programme and, working in conjunction with Tutors and Senior Tutors, they will ensure

every student reaches his or her full potential and their target grades. This will be measured by outcomes.

Both ALIS and Advanced Level Performance System<sup>3</sup> (ALPS) data will be used to track student, departmental and whole school performance. Students will be tracked against their ALIS target grades, with key assessment data being entered onto the MIS system. This will be retrieved and analysed at least every half term and will inform and drive whole school intervention systems.

Subjects will be monitored throughout the academic year using assessment data and other, such as attendance data. Projected attainment data will be collected at regular points during the academic year and this will be broken down and analysed for specific groups of students and the current value added for each subject and each qualification will also be calculated. These will be shared at all levels within the College and progress discussions will be held with Heads of Subjects and members of SLT to monitor areas of concern and to share good practice. Summary data will be reported to Governors every term.

At the end of the course, ALIS and ALPS data analyses will be used to review and report the outcomes at student, syllabus and institution levels. These reports and others will be generated and will include:

- Value added data for the College, students and subjects;
- Performance analysis of students by prior attainment measures;
- Performance analysis of subjects against national performance; and
- APS data per student, subject and qualification.

These will be compared with previous yearly data to help to monitor trends and the Performance and Assessment report (PANDA) will be reviewed at all levels. This data will drive departmental reviews and will be used to inform other areas, such as: Learning Walks, Lesson Observations and Performance Management.

Success Rate data (showing how many students have been able to pass and finish their course), Achievement Rate data (showing the proportion of the courses that students have passed) and Retention Rate data (showing whether the students have completed their course) will be updated through the year and reviewed regularly to inform intervention and school improvement programmes. This projected data will be reported to

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<sup>3</sup> Advanced Level Performance System. These reports give detailed analysis on performance; overall, by student and by subject against national benchmarks, so schools and colleges can see how they are performing comparatively. The analysis is value-added, taking into account prior achievement in order to give a true picture of performance.

Governors on a termly basis and previous year data will be reviewed.

Students on the Bright Futures programme will be tracked within the programme to measure their final grade outcomes against their target grades and their end destination. Students also record their aspirations at the start and end of the programme and take part in two work based performance reviews.

## **SECTION D5 – Admissions Policy**

### **For the purposes of this Admissions Policy:**

- ‘Children looked after’ has the meaning set out in the Children 1989 Section 22(1) and the Adoption and Children Act 2002 section 46 (adoption orders)
- ‘Residence’ means the main permanent home of the Applicant and ‘reside’ and ‘residing’ shall be defined accordingly. In the case where child-care arrangements are shared between two addresses, the average distance of the two addresses will be used for the purpose of determining priority for admission. This would only apply to applicants after the feeder school pupils have been offered a place at the Sixth Form College.
- ‘The College’ means *The Connell Sixth Form College in East Manchester*
- ‘Eligible Applicant’ means an applicant who has qualified for *the Connell Sixth Form College in East Manchester* via an Athletic or Football Academy Scholarship (e.g. MCFA) or GCSE results
- ‘Sibling’ means any applicant residing at the same address as the Applicant and as part of the same family unit at the time of the proposed admission, whether as a full, half, step, adopted or foster sibling;
- ‘The Sixth Form College Course Booklet’ means the booklet with this title, which is available from the College;
- ‘The catchment area’ is defined in the first instance, as an eligible pupil from Cedar Mount HS, East Manchester Academy, Melland HS, Grange HS, St Peter’s CHS and Wright Robinson HS and if further places are available these will be allocated by distance from the main entrance of the Sixth Form College.
- ‘the ‘distance’ will be measured in a direct line from the front door of the Applicant’s permanent place of residence to the main entrance of the college, using property co-ordinates provided through a

combination of the Manchester Local Land and Property Gazetteer (BS7666) and Royal Mail Postal Addresses Information. In the case of a child living in a block of flats the distance will be measured from the communal entrance of the building.

- 'named schools' means Cedar Mount HS, East Manchester Academy, Melland HS, Grange HS, St Peter's CHS and Wright Robinson HS.

### **Admission to the Sixth Form**

Students born between 1st September 1996 and 31st August 1997 will be considered for entry into Year 12 during 2013, either onto the two year Advanced course or the three year Advanced course which includes a one year Foundation course. A small number of older students (e.g. those who have repeated a year at school previously) could also be considered although these would need to fit the criteria for the college and not disadvantage younger students for places.

The maximum number of students to be admitted into Year 12 for September 2013 will be 30 onto the three year Advanced Course including Foundation Level; and 150 onto the two year Advanced Course.

### **Two Year Advanced Course**

- The minimum academic requirements for entry of Applicants into the Sixth Form onto the two year Advanced Course is six GCSE passes at grades A\* - C ( two of which must be a minimum of grade B). The six GCSE passes must include Mathematics and English Language. Athletic Scholarship students will have automatic entry into the Sixth Form.
- Specific subjects may have their own requirements for grades to be achieved in modules. Applicants are requested to look carefully at the information from the Heads of Department in the Sixth Form College Course Booklet.
- Special consideration will be given to applicants who are Children who are Looked After regarding failure to meet an entry requirement.
- Exception will also be made where the Applicant has not been afforded the opportunity to study his or her chosen AS/A2 subjects at GCSE level and in such cases the Applicant must have achieved passes in related subjects at or above specified grades as set out in the Sixth Form College Course Booklet.
- Applicants from schools where GCSEs are not taken should have equivalent qualifications and be able to demonstrate that they are working at a level comparable to the above qualification.

- Applicants should return completed application forms by 28 February 2013. On receipt of the completed application form and a reference on predicted grades from their current Headteacher, Applicants may be invited to the College to discuss their option choices.
- Priority for applications to the Sixth Form College shall be given to Applicants who have an Athletic or Football Academy Scholarship (e.g. MCFA) or who are existing pupils of the named schools in East Manchester, followed by Applicants who fulfil the oversubscription criteria.

### **Three Year Advanced Course (includes Foundation Year)**

- The minimum academic requirements for entry of Applicants into the Sixth Form three year Advanced Course is six GCSE passes at grades A\* - D (four of which must be a minimum of grade C) and include English Language and Maths. Athletic Scholarship students will have automatic entry into the Sixth Form.
- Special consideration will be given to applicants who are Children who are Looked After regarding failure to meet an entry requirement.
- Applicants from schools where GCSEs are not taken should have equivalent qualifications and be able to demonstrate that they are working at a level comparable to the above qualification;
- Applicants should return completed application forms by 28 February 2013. On receipt of the completed application form and a reference on predicted grades from their current Headteacher, Applicants may be invited to the College to discuss their option choices;
- Priority for applications to the Sixth Form shall be given to Applicants who have an Athletic or Football Academy Scholarship (e.g. MCFA) or who are existing pupils of the named schools in East Manchester, followed by Applicants who fulfil the oversubscription criteria.

### **Oversubscription**

- Where **eligible** applications for admissions at any age exceed the number of places available, places will be awarded in accordance with the following order of priority:
- Applicants whose Statement of Need names *the Connell Sixth Form College* will be offered a place regardless of their place of residence
- Children who are Looked After regardless of their place of residence;
- Applicants attending a named school who will have a sibling who will be a student of the College at the time of the Applicant's proposed admission;

- Applicants attending a named school. Where the number of applicants qualifying for admission under this category exceeds the number of places available, then priority shall be given to those applicants residing closer to the College (see 'distance' in the definitions);
- Applicants not attending a named school who will have a sibling who will be a student of the College at the time of the Applicant's proposed admission. Where the number of applicants qualifying for admission under this category exceeds the number of places available, then priority shall be given to those applicants residing closer to the College (see 'distance' in the definitions);
- Applicants not attending a named school. Where the number of applicants qualifying for admission under this category exceeds the number of places available, then priority shall be given to those applicants residing closer to the College (see 'distance' in the definitions);
- In the unlikely event of a tie-breaker situation, the applicant will be chosen by random allocation. A representative of the Applicant will be invited to observe the procedure which would be supervised by a person independent of the College.

### **Waiting List**

A waiting list will be maintained for one term.

### **Appeals**

Under the terms of the Education Act 1998 there is a right of appeal to an Independent Appeals Panel against the decision made by the College. For further details please contact the College.

**The decision of the Independent Appeals Panel is final and binding on all parties.**

### **General**

The College may subsequently withdraw a place if false, incorrect or misleading information has been provided, which has led to a place being offered or has advantaged the Applicant in the priority order for oversubscription.

Students will be set academic, attendance, punctuality and study targets at the beginning of each year of their course. The compliance to their targets will be monitored on a half term basis. Should students fail to meet their targets they will be required to participate in additional studies outside the College day, week, or term. Continuous failure to meet target/s will forfeit the student's right to progression on the course, unless there are



exceptional extenuating circumstances recognised by the College.

## **SECTION D6 – Behaviour Management**

### **Promotion of Good Behaviour**

In order that the education vision is achieved, it is important that a vibrant atmosphere in the college is created which is conducive to good relationships between students and staff. The ethos of the college will be grounded in values of respect, responsibility, fairness and inclusion which will lead to an enjoyable learning environment for all.

The expectation is that students will behave well and co-operate with both staff and peers. Poor behaviour is to be seen as something unusual and parent or carer's and students need to be informed of such matters. A positive approach will seek to reward those who behave with respect to all members of the college community.

Good behaviour will be celebrated with awards and publicity ensuring that parents or carers are informed and information is transferred to higher education or career path applications. Poor behaviour will initially be addressed by the teacher in charge of the class. This will be supported by the teacher's Head of Department.

Failure by a student to amend his or her behaviour will be notified to his or her tutor and Senior Tutor. In the case of persistent unacceptable behaviour this will be brought to the attention of specific members of the leadership team. There will be a clear path of escalation. It will be made very clear to the students that his or her behaviour is unacceptable and if necessary he or she will be removed from lessons or even off the course. The parents or carers will be informed and will be asked to come into school to discuss the incident. The parents or carers will be informed of the impact this poor behaviour will have on the student's achievements in their final exams. Daily monitoring, daily target sheet, report journal or detentions may be imposed as ways indicate why and how behaviour can be improved.

Ultimately and regretfully, failure to comply with the acceptable standards of behaviour within the college may result in the student being asked to move to another institution to continue his or her studies.

The same procedures will apply to those students who failed to attend regularly or who continued to be unpunctual. Whilst the area has previously suffered from high levels of disengagement amongst young people, it is an ambition that the College re-engages and inspire local young people. Therefore it is the target of this college that no student will be late to his or her studies and all students will aim to maintain attendance of 97% or more.

Restorative practice will be used as an intervention strategy of behaviour management. This can be used effectively to improve behaviour in appropriate circumstances. The restorative approach will be used by staff to deal with certain situations in a fair, respectful and engaging process. Staff will be trained in this process.

### **Wellbeing**

Wellbeing will be promoted for each student through the courses delivered in the core curriculum such as Mindfulness and 'Being here and moving on' (social awareness, empathy and preparation for adult life). The discrete tutor sessions will enable staff to quickly resolve any problems which the student might have. Staff will be supported by specialists in the areas of gifted and talented, special educational needs and English as an additional language. An educational psychologist, and personal health workers will be available. The college will compile its own disability and equality action plan once the needs of the student population have been identified.

All students have the right to feel safe and protected in the college at all times. There will be a zero tolerance of all types of harassment and bullying; derogatory name-calling; verbal intimidation; social exclusion; ridicule; humiliation; extortion; physical violence; sexual, homophobic, racial and cultural harassment; cyber bullying and disability-based bullying. The staff will be given the opportunity to participate in training courses leading to a greater understanding of the signs and symptoms of such antisocial behaviour. Students will also be given formal instruction on all aspects of acceptable and unacceptable behaviours.

The safety of all students will be protected by Child Protection procedures being in place and a member of the leadership team will be trained as a Child Protection officer

Policies will be developed which will promote good behaviour, good attendance and well-being. The staff and students will work together to ensure that the college is a safe and enjoyable place to be which will enable each person to make a positive contribution towards achieving economic well-being.

It is only by regular attendance and commitment to study through mature behaviour that student will be able to achieve his or her target grades and progress. All students will be very clearly informed of this.

## **SECTION D7 – Understanding the Local Community**

### **Understanding of the Local Community**

The AGGS Trust is already working with a number of schools in East Manchester and has helped to drive up standards during a short space of

time. The Sixth Form College will further strengthen links between the Trust and High Schools in East Manchester. The Trust's work with Wright Robinson College has played a major role in increasing GCSE attainment at the school from 33% to 50% in one year. The Trust has also been working closely with Cedar Mount, Melland and local primary schools to increase attainment and quality. In addition, the Trust has worked closely with New East Manchester and the City Council in preparing this bid to ensure that proposals meet the needs of local communities and complement other developments planned in the area. This experience provides the AGGS Trust with a detailed knowledge of the needs of the local communities in East Manchester and educational approaches which will work best to meet the high expectations for pupil achievement in East Manchester.

The Etihad Stadium and its surrounding area is at the heart of East Manchester, which is the focus of a consistent, long-term strategy for regeneration, led by New East Manchester Ltd (NEM). This area of the City was once home to the traditional manufacturing industries on which the wealth of Manchester was founded. In the second half of the 20<sup>th</sup> century, much of the area's economic base was decimated by successive economic recessions and intensive competition from increasingly global markets. The area experienced rapid social and economic decline which resulted in high unemployment and major population loss. Over the fifty year period between 1951 and 2001, the area's population fell from 164,000 to 62,000.

The combination of employment loss and a declining population left the area with a significant amount of brownfield, vacant, and underused land and buildings along with a low value, low demand housing market operating in a less than ideal physical environment and low population densities that could not support local facilities such as shops, post offices, banks or schools. The impact on the communities who could not exercise a choice to leave was profound.

The communities that remained in East Manchester at the start of the 21st century were living in some of the UK's most deprived neighbourhoods. Over 90% of East Manchester's 62,000 residents were living in neighbourhoods that were classified in 2010 as being in the worst 10% in England, with the majority of residents (33,000) living in the worst 1% of neighbourhoods.

Since 2001 Manchester and East Manchester have experienced rapid population growth and employment and population forecasts indicate that this will continue. East Manchester's population of 70,000 is forecast to increase over the next ten years, primarily driven by families taking advantage of new housing provision. The hosting of the 2002 Commonwealth Games provided a catalyst for the wider regeneration of the

area and has proved crucial in attracting further investment, securing jobs and stimulating further regeneration of East Manchester.

The area has seen extensive housing redevelopment; new world class sports facilities for elite and community users and improvements to public spaces. This has been accompanied by investment in community facilities and the delivery of extensive social and economic programmes, overseen by New East Manchester Ltd.

This rejuvenated part of the City is making an increasing contribution to the City's growth. East Manchester is forecast to accommodate a large proportion of the City's population growth over the next few decades, and Eastlands and Central Park (a major new business park) will be the focus for significant job creation.

Whilst considerable progress has been made in supporting local residents to access new employment opportunities, improving the physical environment and changing perceptions of the area, key challenges remain.

These challenges include:

- Overcoming continued high levels of deprivation, manifesting itself in high levels of worklessness, anti-social behaviour and poor educational attainment;
- Improving the prospects of young people from the poorest households;
- Engaging with young people and adults currently disengaged from mainstream social and economic life;
- The continued need to create more job opportunities and the ongoing regeneration of the local area;
- The need to raise the numbers of young people able to access the higher paid and higher skilled jobs in Manchester's new economy.

As detailed previously, some of the specific education issues facing young people from the local community include:

- Low aspirations of young people in the area, which is partly the result of a history of low attainment within their family and intergenerational worklessness;
- A higher than average number of pupils on free school meals, over 40% - over double the national average, and from disadvantaged backgrounds;
- Low attainment levels in the local area, with GCSE results being consistently below the local authority and national average (although this trend has been reversed recently);

- Low progression rates to higher education, training or employment with a higher than average number of NEET children / young people; and
- Overcoming issues faced by a transient population, including language and cultural barriers.

East Manchester remains an area with low income neighbourhoods and high levels of deprivation, with continued investment in the area's social, economic and education infrastructure required to improve the prospects of the future generations in the area.

In order to meet these challenges, an educational plan has been developed which focuses on achieving excellence, increasing attainment and progression to employment opportunities. The educational plan reflects the fact that many local young people will not be ready for academic A-Level provision, and the inclusion of the foundation year and wrap around support will ensure that all young people will have the opportunity to access the high quality education delivered at the College. Through working with major local employers and close collaboration with higher education institutions in Manchester, the educational plan will enable clear progression routes for young people following completion of their studies. The ethos and approach at the Sixth Form College is based on an individual and tailored approach to ensuring that individuals are inspired to increase their aspirations and attainment and progress to education, training or employment opportunities.

#### **Plans for working with other schools / institutions / wider community**

AGGS Academy Trust is committed to ensuring that the College works closely with both the secondary and primary schools in the local area, as well as higher education providers. This will ensure that there is no duplication of provision, that young people from local high schools are provided with further educational opportunities which best meet their needs and that there are close links to higher education institutions. This will involve exchanging knowledge and information on curriculums and working together to ensure clear progression routes to employment and education. Letters of support from a sample of local schools are provided in annex 1.

The College will also seek to develop new links and strengthen existing links with other institutions in the area such as major local employers, higher education institutions and sports governing bodies, of which a number are located within the Etihad Campus (e.g. British Cycling, GB Taekwondo). The College will also have close links to the City in the Community Programme which will seek to work with young people from the Sixth Form College and provide the College with strong links into the local community.

The sharing of facilities with other community, leisure and educational

institutions is also a key component of the plans. Central to this is the wider Beswick Community Campus, of which the Connell Sixth Form College will form a major part.

As part of the MCFA project, MCFC is making available a large adjoining site (5.5 acres) for community use and this is being incorporated into plans for a suite of community education, leisure and research facilities sitting within a campus masterplan - the Beswick Community Hub in a gateway location. This location and the proposals for it build on an existing hub of community facilities in the area, comprising the recently opened East Manchester Academy, St Brigid's Primary School, the Beswick Library and local retail provision (see annex 4 for the masterplan drawing).

Proposals for the Beswick Community Hub at the south west corner of the MCFA site have been developed through collaboration between the City Council, New East Manchester, Manchester City Football Club, Sport England and local education providers including the Altrincham Grammar School for Girls Education Trust. The plans respond to the Draft Eastlands Community Plan which seeks to pursue new opportunities for investment in community, sport, leisure, youth and education facilities in the area.

The delivery of the Beswick Community Hub has the potential to make a contribution towards addressing some of these challenges, and forms another element of the strategy of using education, sport, recreation and culture as a means to regenerate East Manchester from both a physical and social perspective. The Community Hub will be located at a key gateway site to the Etihad Campus / Sportcity and the MCFA project within the heart of East Manchester, with excellent public transport connections provided by the new Metrolink line and bus routes.

Plans for the site include:

- A new, academic Sixth Form College for East Manchester (as set out in this document);
- The Manchester Institute, a world class research, treatment and product development facility;
- The Beswick Leisure Centre, including a new community gym and swimming pool; and
- A Regional Sports Hub for sports governing bodies.

These schemes will complement existing education, library and retail provision which is provided in this part of East Manchester (the Academy, primary school, library and retail provision) to deliver a much greater, and more integrated hub of community facilities.

The schemes will be delivered in line with a Campus masterplan that has been developed with the co-operation of all partners. The total investment

proposition for the Community Hub is currently estimated at **£59m**. Proposed and potential funders include Manchester City Council, MCFC, Sport England, the Department for Education and other public and private investment.

In response to the core challenge of equipping disadvantaged young people in East Manchester with the skills and qualifications to access new jobs, local partners are proposing an aspirational and innovative solution - to create a new academic Sixth Form College in an area of significant deprivation which prepares, nurtures and teaches young people to help them to secure these qualifications and skills. The College would be located within the Beswick Campus of new sporting, research and community facilities. The College's development is an example of partnership working in itself, which will continue to be promoted once operational.

### **How we will promote good community relations**

The Sixth Form College will make a positive contribution to the transformation of communities within East Manchester. The plans for the Sixth Form College have been developed to ensure that there is convergence between the objectives of the College and the wider needs and objectives for sustainable community renewal in the local area.

The project will promote good community relations in a number of ways, including:

- Delivering an exceptional Sixth Form education offer for local young people. This will help to increase the attainment, ambition and progression of local young people.
- Engaging local people in education and employment by providing a high class, inspiring curriculum which is based around progression routes to higher education and employment. This will help to address some of the root causes of deprivation and under achievement in the local area.

Activities will include:

- Providing support to those local young people who are not quite ready to access full A-Level provision through the foundation year.
- Providing additional support to ensure the early identification of and support for young children and young people who have additional needs or who are at risk of poor outcomes. Activities include the College's approach to wrap around provision which takes account of the individual's personal and family circumstances.
- Making facilities available to the community in the evenings and at weekends, with delivery in line with an extended schools model,

including:

- Provision of wider community access to ICT;
  - Community access to sports, library and other facilities at the Sixth Form College.
  - Adult learning provision;
  - Access to childcare / crèche facilities;
  - Support and training for siblings;
  - Multi-agency working at the College;
  - Employment and training support; and
  - Drop in advice and clinics (e.g. legal, benefits and finances).
- Undertaking an active outreach programme in local primary schools, high schools and at community events to raise awareness of the College's aims and ethos. This will help to raise the aspirations of local young people.
  - The outreach programme will be delivered in close collaboration with the Football Club's extensive City in the Community Programme. This will benefit both students at the College and also provide the College with greater links into the local community.
  - Support for parents and local families, including parenting programmes, family learning sessions and parent information sessions.

The approach to working with the local community will be to build on the existing experience of AGGS of working within their immediate communities. These include schools in Trafford, for example Stretford Grammar, and schools within the Manchester Challenge area, such as Plant Hill School (now the Co-op Academy) and more recently Cedar Mount High School. Examples of how AGGS have promoted good community relations include:

- Members of staff are part of the committee of the Denzell Gardens committee which is a group of people who care for on a voluntary basis the area of land upon which stands the Sixth Form Centre. The monthly meetings are attended by members of the leadership team and other teachers to ensure a good relationship is maintained with neighbours.
- Students at the Sixth Form frequently volunteer in the community facilities such as residential homes, the hospitals, and a local school for secondary children with very special needs.



- AGGS works closely with Hale Civic Society, and younger pupils have worked in Hale Village improving the environment for example planting areas outside the library and local offices with fresh plants and bulbs.
- The Enterprise curriculum has allowed students and pupils to work with businesses in the local community and they have attended enterprise functions, where they have sold their products, as well as at Altrincham market. They worked with a local health food shop where they planned the marketing for and the delivery of a new fruit drink.
- The school has very strong links with the local church and each year we celebrate the Christmas Carol service in the local church. We also attend the local synagogue for Remembrance Day and the pupils frequently visit the synagogue.
- Members of the local community have access to evening classes in a number of languages through the Language College and to other classes such as yoga.

Similar approaches are proposed at the Connell Sixth Form College. In addition, the College would work alongside the nearby East Manchester Academy to learn lessons from recent community outreach work within this specific East Manchester community. This approach will also help to maximise the collective resources of the two institutions for the benefit of the local community and to avoid duplication in activities. The community work will also be developed and delivered in tandem with the other local high schools in East Manchester, sports organisations, local businesses, leisure centres and other agencies to ensure that all partners work together to best meet the needs of the community.

In order to ensure that such an offer can be delivered at the Sixth Form College, a series of features will be incorporated into its designs, based around indoor and outdoor space that is multi-purpose, for use in the day, after school, evenings and at weekends. The designs will be delivered in line with an education design brief that seeks to ensure that positive relations with the local community are promoted along with inclusion, enjoyment and economic wellbeing.

## **SECTION D8**

Not applicable.

## Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e.  $D = ((B+C)/A) \times 100$ .

	2013				2014			
	A	B	C	D	A	B	C	D
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Foundation Year</b>	30				60			
<b>Year 12</b>	150				245			
<b>Year 13</b>					150			
<b>Totals</b>	<b>180</b>				<b>455</b>			

### Explanation of Numbers

We have not yet undertaken consultation with parents and young people. This is a result of it not being appropriate to implement this whilst the new Academy Trust arrangements were being established.

Consequently, at this stage we are unable to confirm the exact number of young people of relevant ages whose parents have indicated that they will choose the proposed school as their first choice. However, we are confident that the numbers set out above will be achieved given the increasing demand for such provision in East Manchester and the support received by partners and local schools in the area. Further details on this are provided overleaf in response to Section E, part 2 as well as through the sample of letters of supported appended to the bid in annex 1.

An extensive programme of consultation is planned for March and April 2012 and the results of the consultation will be submitted prior to interview, should this application progress to the next stage.

## Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

### SECTION E1 Evidence of Demand

#### Demand Assessment

This section summarises the evidence of demand for a new Sixth Form College in East Manchester. Further details are available within annex 3 of the application (Summary Business Case) and additional information is available on request.

There has been significant investment in educational infrastructure in East Manchester over the past decade, including investment in four new primary schools, the rebuilding of three high schools and development of the new East Manchester Academy. This physical infrastructure has played a role in improving the education offer within East Manchester.

Currently, whilst Manchester College's Openshaw location is the most popular FE destination of East Manchester residents, the majority of East Manchester youngsters travel outside of East Manchester for 16-19 provision.

FE Destinations of East Manchester Residents (source: Connexions, bold = East Mcr)		
Institution	Location	2010
<b>The Manchester College - Openshaw Campus</b>	<b>[REDACTED], East Manchester</b>	<b>28.9%</b>
Loreto College	[REDACTED], South Manchester	14.3%
Xaverian College	[REDACTED], South Manchester	10.5%
Ashton-under-Lyne Sixth Form College	[REDACTED], Tameside	6.9%
<b>The Manchester College - Nicholls Campus</b>	<b>[REDACTED], East Manchester</b>	<b>6.2%</b>
Stockport College	Stockport	5.6%
Tameside College	[REDACTED], Tameside	4.8%
The Manchester College - Shena Simon	[REDACTED], Manchester	4.5%
The Manchester College - Moston Campus	[REDACTED], North Manchester	3.2%
The Manchester College - St Matthew's Centre	[REDACTED], North Manchester	1.5%

Other Destinations	Various	13.6%
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Most East Manchester youngsters undertake a mixture of vocational and academic qualifications at Manchester College, attend one of the academic colleges in the south of the City or travel outside of the local authority. The main academic Sixth Form provision is delivered by Loreto and Xaverian Colleges. Both are located to the south of the City, with Loreto primarily serving students from St Peter’s Catholic High School. The table below highlights the current destinations of East Manchester students, whilst the map overleaf sets out the main post 16 provision in Manchester, demonstrating the lack of provision currently located in the east of the City.

The East Manchester Academy and the Communications Academy (located near to East Manchester to the north of the City) currently have provision for 240 Sixth Form places in total, with the first year 11 leavers coming through the system in 2015/16. Given the increasing demands on secondary school provision, the Academies have a greater requirement to meet demand for 11-16 provision and discussions are taking place to transfer the delivery of post-16 provision to the proposed Sixth Form College (see annex 1). Local partners consider that the proposed Sixth Form offer in some high schools is too small to provide a broad curriculum and that there is a lack of a high-quality academic Sixth Form offer in the area.



A number of factors have combined to increase demand for an academic Sixth Form within East Manchester, providing the rationale for partners to take forward this proposition.

- **A Rising Population:** Following a period of decline in the 1980s and 1990s, both the City as a whole, and East Manchester in particular, has changed considerably over the past decade. The City has seen significant population growth which is forecast to continue over the next twenty years. East Manchester’s population rose by 6,500 during 2001 and 2009, an increase of 10% compared to just 5% nationally and 2% in the North West during the same period. Despite the recent economic downturn, major residential developments continue to be planned for the area and families are likely to be increasingly attracted over the next ten years. A key feature of the forecast growth in East Manchester is the substantial increase anticipated in both the 5-9 year old and 10-14 year old age groups between 2010 and 2020. The increase in 15-19 year olds in East Manchester is anticipated to continue in the longer term. Long term population increases amongst young people will place an increasing strain on existing high schools and create additional demand for Sixth Form provision. Further

information on forecast population change in East Manchester by age group is available on request.

- **Increasing Primary and Secondary School Numbers:** The area's population growth has increased pressure on primary school places. The number of reception year pupils across Manchester has increased from 5,108 pupils in 2008 to approximately 6,500 in September 2011. From 2012, the number of reception age pupils (anticipated to be 6,500) will be greater than the collective schools published admissions number (PAN) of 6,456. This will flow through into the secondary sector and demand for Sixth Form provision over the medium term. Current secondary schools within East Manchester are either very close to, or at full capacity. As the population continues to grow and the flow from primary school to year 7 increases, this issue will be exacerbated. To deal with this situation, it is proposed that the Sixth Form places currently established at East Manchester Academy and elsewhere in East Manchester (240 places in total) transfer to the proposed college and these over-subscribed schools increase their capacity for 11-16 students.
- **Improvements in GCSE Results:** There has been a significant improvement in GCSE results both nationally and within Manchester over recent years. This has been replicated in East Manchester schools where both Cedar Mount and St Peter's have shown exceptional increases in the proportion of pupils obtaining 5 GCSEs A\*-C including Maths and English over the past five years. In addition, the involvement of Altrincham Grammar School for Girls with Wright Robinson played a role in this school increasing its proportion of youngsters with 5 GCSEs A\*-C from 33% to 50% in one academic year (2010/11). Across East Manchester during the period 2007-2011, the proportion of youngsters achieving 5 GCSEs at A\*-C rose from 22.6% to 46.7%. With the involvement of Altrincham Grammar School for Girls and as the East Manchester Academy presents its first cohort of Year 11 students for examination in 2015, attainment rates are likely to increase further and with it demand for Sixth Form A-Level courses.
- **Other Factors:** The removal of EMA support, combined with the challenging economic climate, is likely to reduce the ability of young people in East Manchester to travel on cost grounds. The proposed new Sixth Form College will have excellent transport connections which will make it more attractive to East Manchester residents than existing provision. The planned changes to the school leaving age for 2013 (17 year olds) and 2015 (18 year olds) are also likely to lead to a limited increase in the numbers of young people demanding Sixth

Form A-Level provision. The regeneration of the area, the investment in new facilities and the improvements in performance of high schools in East Manchester are together helping to reduce the numbers of young people accessing education provision in neighbouring authorities. Finally, there is also a unique opportunity to bring together the requirements of Manchester City Football Club, in respect of their Academy scholars.

In planning this project, a range of consultation and analysis has been undertaken to examine where demand will come from for a new academic Sixth Form College in East Manchester. This is summarised below, with further details available on request.

It is envisaged that the core demand per year group will come from the following three areas:

- **East Manchester High Schools:** Circa 210 pupils. By 2014/15, it is envisaged that nearly 500 students will secure 5 or more A\*-C at East Manchester schools. It has been assumed that the majority of students at the East Manchester Academy, Wright Robinson and Cedar Mount will choose the new Sixth Form in East Manchester, with modest numbers attracted from St Peter's and the Communications Academy.
- **Pupils from other schools, colleges and neighbouring districts:** Up to 40 pupils. It is envisaged that the new Sixth Form would also appeal to some young people in neighbouring districts and from other schools in North Manchester.
- **Manchester City Football Club's Football Academy:** Up to 30 students. There is a requirement to educate football scholars based at the Football Club's adjacent training and accommodation facilities.

An annual enrolment of 270-280 pupils will allow East Manchester to offer all of its young people a full educational offer, with new academic A-Level provision complementing the vocational offer from Manchester College. In addition there is envisaged to be a limited number of pupils (up to 30 per annum) placed on a foundation year prior to enrolment on the A-Level provision. During the first academic year (2013), the majority of the Year 1 intake totalling 150 will come from the existing schools within East Manchester (e.g Cedar Mount and Wright Robinson), plus a limited number of pupils from outside of the area.

Further details of demand and support for the Sixth Form in East Manchester are set out within the letters of support in annex 1, a business case paper attached as annex 3, and additional information is available on request.

#### **Consultation Undertaken to Date**

The starting point for the development of proposals for a new Sixth Form College was a community consultation exercise undertaken as part of the development of the Eastland's Community Plan and Regeneration Framework. This sought to understand residents' views on the existing community, education, sport and leisure facilities within Eastlands. As part of this, an extensive consultation programme involving resident meetings, drop in sessions, targeted mail outs and web based surveys has provided significant opportunities for residents to offer feedback concerning their neighbourhood and views on the quality of the existing education, sport and leisure offer. This work has provided valuable data on perceptions of the existing offer and the areas where there is strong support for channelling further investment, notably additional educational facilities.

Respondents were generally positive with regards to the local area, with nearly two thirds feeling that the area is changing for the better and less than a fifth suggested that it had changed for the worse. The majority of respondents were excited by the plans for the future of Eastlands and were confident that the City Council, NEM and its partners would be successful in changing Eastlands and the surrounding area for the better.

The most important priorities for local people involved creating more job opportunities and training, as well as the ongoing regeneration of the local area. Local residents viewed the quality of current education facilities relatively positively. The area's proximity to schools was the reason why 15% of respondents lived in East Manchester, and just less than half of the respondents rated the quality and choice of schools as very good or good. Only 13% rated the quality and choice of schools as poor.

In order to inform the development of this free school application and underpin the rationale for establishing a Sixth Form College in East Manchester, a broad and inclusive stakeholder consultation programme has been undertaken. This has included consultations with:

- **The City Council and New East Manchester**, both of whom have played a close role in shaping the proposals for the College. This has enabled us to ensure that the proposals meet a strategic need within the City for additional Sixth Form provision in the East of Manchester. In addition, it has ensured that we fully understand the issues facing local communities in East Manchester and has enabled us to develop proposals which will reach out to these communities and ensure that facilities will be complementary to those elsewhere in the local area.
- **Manchester City Football Club**, which has been a key partner in bringing forward these proposals. The club is supportive of proposals for the new Sixth Form College, not only to meet the needs of the local area but also to provide educational opportunities for its 30 football scholars from the Club's new Academy. This support is



demonstrated by the Football Club setting aside land assembled and a new 3G pitch to the value of £4.1m, on a 125 year peppercorn lease and with the benefit of outline planning permission for the establishment of the new Sixth Form College. They will also provide access to one of the 17 new football pitches being established adjacent to the College site.

- **A selection of local schools**, in order to ensure that the provision is welcomed by local schools and complements existing provision within the local area. This has included consultation with the East Manchester Academy, Cedar Mount and Melland High School all of whom will provide students for the Sixth Form College. Each of these partners has expressed support for the proposals, as summarised within the letters of support attached to this application in annex 1.
- **Manchester College**, which already delivers a large amount of vocational provision to students from East Manchester. The College has expressed a willingness to work with the Sixth Form College to develop a complementary vocational offer to the traditional A-Level offer proposed through the College. This will ensure that the needs of all students within East Manchester are met within the local area.
- **The Young People's Learning Agency, Department for Education and New Schools Network**, all of which have been able to provide useful strategic and technical advice with regards to the application process and steps required to take forward this bid.

Wright Robinson High School is currently undertaking the process of becoming an academy and a large number of their pupils would be expected to attend the new Sixth Form College. Wright Robinson was approached by AGGS and the City Council during the development of this bid and offered a consultation to inform the plans, but declined the opportunity.

A number of letters of support for the bid are attached as Annex 1.

### **Consultation Plan**

It is proposed that the Sixth Form College is established and operated by the AGGS Academy Trust. There have been consultations with neighbouring schools which has generated strong support for the establishment of the College (please see attached letters of support at annex 1) and which demonstrate a significant level of likely demand for places.

Whilst a detailed public (including parent and pupil) consultation exercise has been planned, it has not been appropriate to implement this prior to the submission of this application whilst the new Academy Trust arrangements are being established. It is intended that the consultation process is commenced immediately following the February half-term break and the

results of the consultation will be submitted prior to interview, should this application progress to the next stage.

An extensive programme of consultation is planned for March and April 2012. This will involve a mixture of evening consultations at the current high schools of East Manchester, where parents and pupils are invited to a presentation of the plans, are able to ask questions and raise issues in relation to the proposals. In addition, extensive survey work will be undertaken where parents and pupils are asked to respond a variety of questions as indicated overleaf.

## **Proposals for a New Sixth Form College in East Manchester**

### **Parent Survey**

#### **Introduction**

An application has been made to establish a new academic Sixth Form College in East Manchester, named the Connell Sixth form College, as part of the Department of Education's Free School programme. This would be for both boys and girls aged 16-19. It would be managed by a new educational trust led by Altrincham Grammar School for Girls, which is one of the country's top schools and who are already working with a number of East Manchester schools including Cedar Mount and Wright Robinson. The proposed College has the support of New East Manchester, Manchester City Council, some local high schools and primary schools and Manchester City Football Club.

It is proposed that the new College be located on the edge of the site proposed for Manchester City's New Football Academy. It would form one of a series of new community, leisure and sporting facilities proposed for the area. The College would offer traditional A-Levels in a variety of subjects (e.g Foreign Languages, English, Maths, the Sciences) and some BTECs.

As part of the bid, we need to gather support from local parents and young people. Therefore, we would be grateful if you could complete the following short questionnaire.

#### **Questionnaire**

1. Do you support the proposals for a new academic Sixth Form College to be located in East Manchester as set out above? (Yes / No / Don't Know)
2. Do you support the involvement of one of the UK's most successful schools, Altrincham Grammar School for Girls, in running the College? (Yes / No / Don't Know)

3. To what extent do you think that the proposed Sixth Form College would benefit the communities of East Manchester? (To a great extent / to some extent / not very much / not at all / don't know)
4. How important do you think it is for a Sixth Form College to have access to high quality sport, leisure and community facilities? (very important / important / not important)
5. How many children do you have?
6. If you have any children, please could you tell us their month and year of birth?
7. Do you think that your child / children would consider applying for a place at the Sixth Form College? (Yes / No / Maybe)
8. Do you have any further comments on the proposals for the Connell Sixth Form College? If so, please summarise below.
9. Would you like to be kept informed of plans to establish a new Sixth Form College in East Manchester? (Yes / No) If yes, please provide your contact details below.

## Proposals for a New Sixth Form College in East Manchester Pupil Survey

### **Introduction**

An application has been made to establish a new academic Sixth Form College in East Manchester, named the Connell Sixth form College, as part of the Department of Education's Free School programme. This would be for both boys and girls aged 16-19. The proposed College has the support of New East Manchester, Manchester City Council, some local high schools and primary schools and Manchester City Football Club.

It is proposed that the new College be located on the edge of the site proposed for Manchester City's New Football Academy. It would form one of a series of new community, leisure and sporting facilities proposed for the area. The College would offer traditional A-Levels in a variety of subjects (e.g Foreign Languages, English, Maths, the Sciences) and some BTECs.

As part of the bid, we need to gather support from local parents and young people. Therefore, we would be grateful if you could complete the following short questionnaire.

### **Questionnaire**

1. Do you support the proposals for a new academic Sixth Form College to be located in East Manchester as set out above? (Yes / No / Don't Know)
2. Do you support the involvement of one of the UK's most successful schools, Altrincham Grammar School for Girls, in running the College? (Yes / No / Don't Know)
3. To what extent do you think that the proposed Sixth Form College would benefit the communities of East Manchester? (To a great extent / to some extent / not very much / not at all / don't know)
4. How important do you think it is for a Sixth Form College to have access to high quality sport, leisure and community facilities? (very important / important / not important)
5. Please could you tell us your month and year of birth?
6. What are you planning to do when you leave high school? (further education (A-Levels/BTECs), apprenticeship, employment and other (please specify))
7. Based on the proposals described, do you think that you would consider applying for a place at the Sixth Form College? (Yes / No / Maybe)
8. Do you have any further comments on the proposals for the Connell Sixth Form College? If so, please summarise below.
9. Would you like to be kept informed of plans to establish a new Sixth Form College in East Manchester? (Yes / No) If yes, please provide your contact details below.

The survey will also be available on a dedicated website, and both the survey and questionnaires will be widely advertised in the local press and local community facilities. New East Manchester Ltd will provide assistance to the applicant in co-ordinating this consultation exercise, drawing on its vast experience of how best to engage with and survey local residents.

Evening consultation events will be planned for the following locations:

- East Manchester Academy;
- Cedar Mount High School;
- Melland; and
- Local primary schools.

Details of the findings from this consultation exercise, and the implications for the development of the Sixth Form College will be made available at the end of April.

## **SECTION E2 Plans to Reach the Wider Community**

### **Making the College Attractive to Pupils of Different Backgrounds**

The College is located within the heart of East Manchester which despite significant regeneration activity over the past decade, still contains some of the UK's most deprived neighbourhoods. Over 40% of the East Manchester population live within the top 2% most deprived SOAs in England and Wales.

By the nature of the College's primary catchment area therefore, it will provide opportunities for a large number of pupils from deprived or disadvantaged families. The ethos of the school will ensure that individual support is provided to all students to ensure that they are provided with an education which best meets their personal needs and helps to inspire them to increase attainment and progression. Some of the key features of this approach include:

- The Foundation Year – which will prepare students who require a transition year to access more GCSE qualifications.
- Bright Futures Programme – a number of students will be encouraged to participate in the Bright Futures scheme which will provide innovative work experience and help to raise the aspirations of young people.
- Wrap around support – which involves extensive pastoral support which is based on the individual needs of the young person and will take into account their personal and family circumstances. This will include support in areas such as healthy lifestyle, citizenship and financial awareness.
- Links to good sports and leisure facilities – the College will be delivered as part of the Beswick Community Hub which will provide young people from deprived neighbourhoods with access to high quality sport, leisure and community facilities.
- Provision for parents and siblings – the College will also provide support for local families and parents including parenting programmes, family learning sessions and parent information sessions. In addition, there will be crèche facilities and link clubs for siblings of pupils.
- Promotion through Local Schools – the College will be promoted through local schools to enable clear progression routes. In addition, alumni case studies will be used to promote their achievements, highlight what can be possible and raise the aspirations of potential students.

The involvement of major employers, higher education, sporting institutions and one of the UK's leading schools (AGGS) will help to inspire young people from disadvantaged backgrounds to access a high quality post 16

offer and progress to further education, training or employment opportunities.

### **Using the College as a Resource for the Wider Community**

As detailed within section C and section D7, the College is intended to be used as a resource for the wider community as part of a comprehensive redevelopment plan for the Beswick Community Hub including existing and new community, education, sporting and leisure facilities. The College will be designed to facilitate the secure use of its facilities for community use. The following facilities will be made available to the community in evenings and at weekends as part of the College's commitment to extended provision:

- Provision of wider community access to ICT;
- Community access to sports, library and other facilities at the Sixth Form College.
- Adult learning provision;
- Access to childcare / crèche facilities;
- Support and training for siblings;
- Multi-agency working at the College;
- Employment and training support; and
- Drop in advice and clinics (e.g. legal, benefits and finances).

A member of the senior management team have the responsibility of ensuring that close links with the local community are established and that the use of the College as a wider resource is maximised. In addition, there will be close working relationships with the other facilities within the local area (e.g. the Beswick Community Hub, The East Manchester Academy and the Etihad Campus) to ensure that local needs and demands on space are satisfied in the most cost effective and joined up manner.

### **Discussions about Need and Demand with the Local Authority**

An extensive assessment of demand for a new Sixth Form College has been undertaken in conjunction with the local authority. This has included examining:

- Population and demographic trends across the City and in East Manchester;
- Economic growth projections;
- Current, past and projected primary school numbers;
- Current, past and projected secondary school numbers;
- Current and past GCSE results across schools in Manchester;
- Current post 16 provision in the City; and

- Current post 16 destination data.

An analysis of such factors has led the City Council and the applicant to conclude that there is significant demand for additional post 16 provision in the East of the City and the City council is supportive of the proposal and the College's vision. This is reflected in the support provided by the City Council to this bid, as set out in annex 1.

In addition to the above, the large population growth experienced in East Manchester (expected to continue) as reflected in increasing primary school rolls, has placed considerable demand on secondary school provision. The East Manchester Academy and the Communications Academy (located near to East Manchester to the north of the City) currently have provision for 240 Sixth Form places in total, with the first Year 11 leavers coming through the system in 2015/16. Given the increasing demands on secondary school provision, the Academies have a greater requirement to extend 11-16 provision and discussions are taking place to transfer the delivery of post-16 provision to the proposed Sixth Form College. Local partners strongly consider that the proposed sixth form offer in some high schools is too small to provide a broad curriculum and the lack of a high-quality academic Sixth Form offer in the area is a major weakness in community facilities.

A summary of this assessment has been provided in response to question E1 of the application form, with additional information available on request.

## Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

### OVERVIEW

The group submitting the bid has an extremely strong educational background and skills set. The delivery of the College will be overseen by a Trust established in conjunction with Altrincham Grammar School for Girls – the AGGS Academy Trust. The company has been set up as an educational Academy Trust, and the key stakeholders in relation to the Free School bid are Altrincham Grammar School for Girls, Manchester City Council and Manchester City Football Club, together with affiliated specialist consultants. The executive committee of the stakeholder group includes a range of business and educational expertise, and covers all aspects of the bid, whether educational, financial or professional. The AGGS Academy Trust has been formed as a company limited by guarantee, with members and directors skilled and willing to discharge their duties without payment.

Details of the Trust's vision and objectives are summarised below.

#### The AGGS Academy Trust's Vision

*Our vision is to provide a world class education within our schools to enable every pupil to realise their full potential and, in particular, their academic potential.*

A series of principles have underpinned the development of this vision as follows:

- i) We shall create a teaching and learning environment to enable pupils and students to fulfil their full academic potential.
- ii) We shall create a working environment to enable pupils and students to develop their full potential in every sense; personally, morally, spiritually, culturally, physically, as well as academically.
- iii) We shall build an outstanding cadre of staff who will continuously engage in, and contribute to their own and colleagues' professional development to the highest level towards the offer of a world class education.
- iv) We shall generate and maintain through sound financial systems a quality and appropriate physical environment with excellent facilities.
- v) We shall engage with other schools and the wider community, locally,



nationally and internationally, to achieve higher standards in education, both locally and nationally.

- vi) We shall engage with all our stakeholders to create a common purpose in the development of education to the highest standards within our schools and college.

### **Strategic Aims**

1. Sustain excellence at the schools in the Trust already rated outstanding and drive standards towards outstanding at the schools where they are not yet outstanding.
2. Achieve measurable and sustainable improvement in all constituent schools and colleges.
3. Equip pupils and students with real choices at post 18+ for university, training or employment.
4. Establish the East Manchester Hub.
5. Define and build the educational and business principles of the Trust.

### **Strategic Objectives** *(Two Year Plan)*

*Currently being developed to be brought to the Trust at meeting in March 2012.*

### **Strategic Aims for Each School and College**

1. To offer a predominantly academic curriculum appropriate to the age and ability of pupils that leads to successful progression into HE, training or employment at the age of 18+.
2. To provide a safe environment with opportunities where pupils and students can acquire knowledge and skills to develop their full potential, in every sense; that is, personal, moral, spiritual, cultural and physical, as well as academic.
3. To understand each pupil's and student's learning needs to enable all to access the curriculum fully with pace and significant progress matched to their ability.
4. To have in place a system to ensure that any pupil or student falling behind is given a timely, appropriate and relevant catch-up support.
5. To ensure a wide variety of teaching methods is understood by staff and used appropriately for most effective learning.
6. Staff to have in place data and assessment of the highest quality to inform quality lesson plans to enable significant pupil and student progress in their lessons.
7. To encourage and support all staff to develop their professional skills and experience to the highest level, both individually and as members of appropriate teams.

8. To have secure financial systems based on a business model to enable the development of revenue and capital streams in order to generate opportunities for staff, students and pupils, and to generate and maintain a quality and appropriate physical environment with excellent facilities.
9. To engage with all stakeholders to create a common purpose to satisfy our social obligations and retain our licence to operate and to gain advantage from contributions, skills and policies at all levels.

### **Time commitments**

The extensive experience of our team means that we are aware of the time commitments involved in the planning, establishment and ongoing running of a Sixth Form College. The commitments of existing staff of Altrincham Girls Grammar School will be balanced to ensure that there is no negative effect on the operation of AGGS but that adequate resources are directed towards the delivery of the Sixth Form College. This will be achieved through a mixture of restructuring existing staff and new recruitment. In addition, we will be able to draw on a wide range of support from core partners such as Manchester City Council and Manchester City Football Club in the delivery of the Sixth Form College, particularly in areas such as community engagement.

### **SECTION F1 Educational Expertise**

AGGS is a National Teaching School (one of the first in the country) with ten strategic partners including Manchester University and MMU. AGGS is part of a collaboration with the top twenty 11-18 schools in the country, with AGGS being number 5 nationally (source: DfE Feb 2012 table). Through the Prince's Teaching Trust, Future Leaders and Teaching Leaders, AGGS can access expertise and if necessary, support in all aspects of developing the college. AGGS has a close working relationship with both ARK and Oasis and again is able to call on expertise should it be required.

The expertise within the stakeholder group is pivotal to the formation of the Free School, and additional input from senior managers, particularly at Altrincham Grammar School for Girls, has ensured that the bid is educationally sound and financially robust. Appropriate roles for the operation of the College have been identified and are fully costed within the financial section of the bid.

The team involved in the bid is extensive and committed. This is clearly evidenced in the minutes of stakeholder and working group meetings.

As the group submitting the bid includes a number of senior educational managers, it will be unnecessary to secure any additional educational expertise from external sources.

The head of AGGS has overseen the closure of Plant Hill Arts College and prepared personnel, pupils and parents for the transition into a new academy, the Co-operative Academy in Manchester (2009 - 2010). CVs of [REDACTED] and [REDACTED] attached.

The team which is supporting this bid by the AGGS Academy Trust also includes senior personnel from Manchester City Council with extensive experience of establishing academies and of procuring school buildings as part of recent major school building programmes.

### **SECTION F2 Financial Expertise**

Financial forecasts and budget modelling for the Free School have been produced by the Director of Finance of the AGGS Academy Trust into which the Free School would be incorporated. The Director of Finance has fifteen years' experience in education finance and has managed a large number of educational budgets within the 11-18 sector.

The Trust's Director of Finance is committed to the project and will invest the time necessary to ensure that the College's financial procedures and staffing structures are implemented appropriately.

The staffing model for the Free School also includes a Business Manager, who will report to and liaise with the Director of Finance to ensure that the implemented financial management procedures are followed correctly.

Further discussions will be held with partners regarding contributions and resources towards the start up of the school and delivery of components such as the virtual learning environment.

### **SECTION F3 Other Relevant Expertise**

The AGGS Academy Trust comprises an experienced group of members and directors from a range of backgrounds, including education, business, finance and regeneration. This will ensure that all of the necessary skill sets are available during the opening and operation of the College. As an example, the three company members comprise:

- [REDACTED], [REDACTED], one of the UK's leading schools;
- [REDACTED], who has [REDACTED].
- [REDACTED], a senior manager of [REDACTED].

In addition, the eleven company directors include finance experts, members of the City Council's Children's Services department and the regeneration company New East Manchester.

We will be able to draw on a wide range of support from core partners such as Manchester City Council and Manchester City Football Club in the delivery of the Sixth Form College, particularly in areas such as community

engagement and in the project management, setup and construction phase.

#### **SECTION F4 Staffing Structure**

The staffing model within the financial forecast includes a phased build up of staff in line with planned student numbers. Certain key members of staff are needed from the start and these have been analysed within the start up grant section of the financial spreadsheets.

The final staffing structure anticipated when the College is full to capacity (2015) is as follows:

<b>Staffing Structure</b>	
<ul style="list-style-type: none"><li>○ 1 x Principal</li><li>○ 1 x Vice Principal</li><li>○ 3 x Assistant Principal (Future Pathways, Wellbeing and Curriculum)</li><li>○ 4 x Senior Tutors (pastoral responsibilities)</li><li>○ 15 x Heads of Department</li><li>○ 18.5 x Classroom Teachers</li><li>○ 1 x Business Manager</li><li>○ 1 x Data Manager</li></ul>	<ul style="list-style-type: none"><li>○ 1 x PA to Principal</li><li>○ 1 x Attendance Officer</li><li>○ 1 x Admin Support 1 x Site Manager</li><li>○ 2 x Caretakers</li><li>○ 0.5 x Educational Psychologist</li><li>○ 1 x Cover Supervisor</li><li>○ 1 x Network Manager</li><li>○ 1 x VLE Manager</li><li>○ 1 x ICT Technician</li></ul>

The staffing structure envisaged has been discussed in depth at Senior Management level at Altrincham Grammar School for Girls, and based on the student numbers, curriculum model and needs of the students it is felt that this structure is appropriate for delivery of the education vision. The structure is affordable as evidenced in section G, and is in accordance with the timetabling modelling carried out.

The staffing structure modelled in the financial forecasts reflect the arrangements required both for when the College is at capacity and during the transitional period as student numbers build up.

#### **SECTION F5 Recruitment Plans**

A suitably qualified and experienced Principal Designate has been identified as [REDACTED], current [REDACTED]. [REDACTED] would play a key role in the opening and early implementation of the College. She would lead on the internal organisation of the college and be supported in the governance and statutory duties by [REDACTED], [REDACTED]. CVs of both [REDACTED] and [REDACTED] are provided in annex 2, and additional evidence in support of the preferred Principal Designate are also attached.

The recruitment of staff for the College will follow a stringent interview and assessment process and it can be clearly demonstrated that Altrincham

Grammar School for Girls has a proven track record of appointing effective high calibre staff. The Principal Designate will play a critical role in the implementation phase of the Academy, and the proposed start date for this post would be January 2013. The Principal Designate will need to ensure that all appropriate personnel and procedures are in place for a September 2013 opening and will have specific responsibility for leading on curriculum issues thus ensuring that the education vision becomes reality.

Advertisement will be undertaken during September 2012 for staff to be employed in the College from Easter 2013. In some cases there may be a joint appointment between AGGS and the new college. We would also liaise with the headteachers of our feeder schools, where appropriate, to explore the possibility of some of their staff offering modules at the College. There also may be some staff with appropriate skills and knowledge in our extensive Teaching School Alliance. Heads of Department from AGGS would also help and share schemes of work with college staff and virtual courses will be devolved with MMU and the Virtual School in Florida. All of these will be in place before summer term.

All members of staff will be recruited in line with best practice and following procedures adapted from the Altrincham Grammar School for Girls' policy. In recruiting staff, due regard will be paid to the financial and curriculum models included within this bid. Full safeguarding and vetting procedures will be followed including the processing of enhanced CRB checks, taking up references and checking qualifications. Potential key individuals have already been identified where appropriate through the extensive network of schools affiliated to AGGS (e.g Teaching School Alliance) and all appointments will be subject to a fair and open rigorous recruitment process.

It is also proposed that a skeleton staff for January 2013 is appointed to provide administrative and admissions functions and the VP. The current AGGS Finance Director (██████████) will oversee finance until Easter when the new Finance Officer will be in place. Cleaning and catering staff would be recruited to start one month before opening the new build.

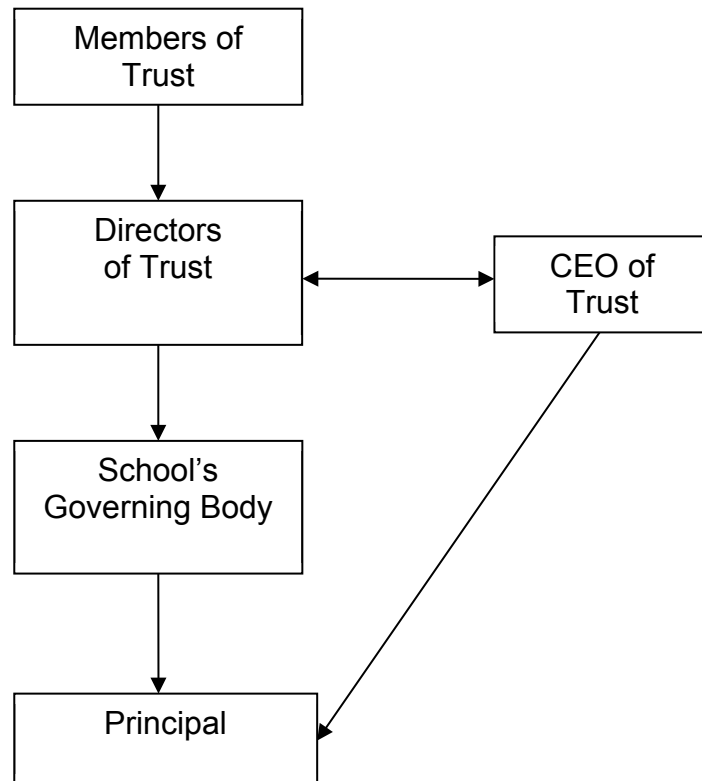
Serving Chairs of our feeder schools have agreed to put their name forward as potential governors of the academy. Some of the potential governors have also been sponsors of other academies.

As detailed in section F3, the AGGS Academy Trust comprises an experienced group of members and directors from a range of backgrounds, including education, business, finance and regeneration. This will ensure that all of the necessary skill sets are available to oversee both the opening and operation of the College.

## **SECTION F6 Roles**

## Proposed Structure

An organisation which summarises the lines of accountability and reporting arrangements between the company members and the College's governing body is set out below.



## Roles and Responsibilities

The roles and responsibilities of the company members, governing body and principal designate are set out below.

- Members
  - The members of the AGGS Academy Trust are the equivalent of shareholders of a company limited by shares. The members are the 'owners' of the Trust. Members usually only meet once a year in order to approve the governors' report and accounts of the Trust.
- Directors of the AGGS Academy Trust and Sixth Form College's Governing Body
  - The Directors of the AGGS Academy Trust are responsible for the operation of the College as established in the Memorandum and Articles of Association. However, certain responsibilities shall be delegated to the Local Governing Body of the College

via terms of reference. The Directors and Governors shall be responsible for:

- Policy development and strategic planning, including target setting to keep up momentum on school improvement.
  - Ensuring sound management and administration of the College, and ensuring that managers are equipped with relevant skills and guidance.
  - Ensuring compliance with legal requirements.
  - Establishing and maintaining a transparent system of prudent and effective internal controls.
  - Management of the College's financial, human and other resources.
  - Monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon.
  - Helping the College be responsive to the needs of parents and the community and making it more accountable through consultation and reporting.
  - Setting the College's standards of conduct and values.
  - Assessing and managing risk.
  - Taking appropriate action when there are weaknesses in the College.
- The Principal is responsible for the internal organisation, management and control of the College, the implementation of all policies approved by the Governing Body of the Sixth Form College and Board of Directors of the AGGS Academy Trust and, in conjunction with the CEO, for the direction of teaching and the curriculum. These powers and functions are formally delegated to the Principal by the Governing Body of the Sixth Form College.

### **Conflicts of Interest**

We recognise that it is vital that governors and staff act, and are seen to act, impartially. All members of the governing body are therefore required to complete a declaration of their business interests. As a matter of good practice the Principal and other senior staff shall also complete declarations. Individual declarations shall be maintained in a register of interests. Declarations shall include all business and pecuniary interests such as directorships, shareholdings and other appointments of influence within a business or other organisation. They shall also include interests of related persons such as parent, spouse, child, cohabitee and business partner

where influence *could* be exerted by that person over a governor or a member of staff.

The AGGS Academy Trust is a multi-academy sponsor. The Company Members of whom there are three, appoint the Directors of the Trust. The Directors oversee the business of the Trust and the respective Governing Bodies of the schools in the Trust report back to the Trust. Up to five Chairs of the Trust schools are also Directors as are two parent representatives. The parent representatives vote from amongst themselves to sit as Directors.

The Governing Body of the Sixth Form College would report back to the AGGS Academy Trust on a termly basis. The College Development Plan and the Financial Plan would need the approval of the Trust Directors. Policies, staffing structure and key targets for the Sixth Form College will be set by the AGGS Academy Trust. The Trust will appoint senior staff to the Sixth Form College. The day to day governance will be discharged by the Principal, her staff and the Sixth Form College's Governing Body. The College will share the same aims as of the AGGS Academy Trust and the Trust Academies.



## Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

### Overview

The financial plans have been developed by the Director of Finance of the AGGS Academy Trust. The plans have been developed in conjunction with the education plan and in consultation with the education stakeholders involved. The assumptions made are detailed within the attached spreadsheets and the overriding principles are that costs are based on:

- Actual historical costs of running schools.
- Current relevant funding formulae.
- Actual pay scale data.
- DfE benchmarking data.

The teaching costs are high owing to the academic depth and breadth of the curriculum to be offered, but these costs are affordable and necessary to ensure that the educational vision becomes reality. Other costs have been included at sensible but realistic levels and income streams included prudently.

In both financial plans attached, income exceeds expenditure for all years taking start-up funding and balances brought forward into account.

Staff are only included in the plans at the point that the roles become necessary, and where possible staff will fulfil multiple roles during the opening year.

Once the College is up to capacity the forecast is for income to exceed expenditure at a sustainable level. The plans avoid the build up of excessive surpluses as the funding received is calculated based on the educational requirements of students in the College.

An amount of flexibility has been incorporated into the plans, for example within the line 'educational supplies and services' where alternative resources can be procured if necessary.

The second financial plan shows how the College could remain viable even if student numbers are only at 90% of capacity. This is largely achieved by a reorganisation of teaching and learning responsibility and the removal of Assistant Principals from the staffing structure.

Members of the Trust have extensive experience of running schools in an efficient manner, as reflected in the successes of Altrincham Grammar School for Girls. This, combined with inputs from partners and the provision of remediated land for new buildings with outline planning permission and a 3G pitch to the value of £4.1m, ensures that the bid for the Connell Sixth Form Academy would represent a value for money proposition.

## Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

### Options Appraisal

An options appraisal was carried out to determine the best location for the proposed College. Options considered included:

1. An extension of the recently constructed East Manchester Academy;
2. The refurbishment of an existing building in the locality;
3. A 'new-build' college on vacant land adjacent to [REDACTED] which has recently been granted planning permission.

Option 1 was ruled out primarily because of a lack of space to accommodate a 600 student sixth form at this over-subscribed academy. The letters attached to annex 1 explain in detail the reasons why both the sponsors and head teacher of the East Manchester Academy have a preference to work in partnership with the AGGS Academy Trust rather than pursue their own provision at post 16. Evidence is also provided of the over subscription at the school and increasing strain on capacity and facilities due to increasing demand for places from 11-16 year olds.

A search was undertaken to examine the possibility of using surplus or under-utilised government, community or other public buildings in the area. This used both local knowledge and the list of sites assessed by the DfE. This option (Option 2) was ruled out because of the lack of a suitable building in an appropriate location. A number of buildings were considered, including the Beswick Police Station (ruled out on grounds of its configuration, redevelopment costs and difficulties with satisfying DDA requirements), the [REDACTED] in [REDACTED] (ruled out because of its configuration and redevelopment costs) and the list of sites on the DfE website, none of which were available in East Manchester.

The preferred permanent site for the free school is Option 3. The location of the Beswick Community Hub, of which the Sixth Form College forms one component, is set out overleaf.

[REDACTED]

Key factors which contributed to this were as follows:

- Manchester City Football Club (MCFC) is building a brand new training facility adjacent to their stadium (the Etihad Stadium) in East Manchester. Their aspiration is to provide the best football training facilities in the world. As part of this, they have an 'academy' of young players whom they wish to educate to the highest possible standards in facilities adjacent to their training facilities. In addition, MCFC also have a strong commitment to the community of East Manchester with which they have been associated since the late 1800s. As part of their commitment to the local community, they have donated 3.67 acres of fully remediated land for community use, including education provision. MCFC support the concept of delivering a Sixth Form College on this site (see letter of support in annex 1).
- The site is part of an area which will be transformed by public and private investment to create a hub of community facilities, commensurate with the aspirations of key stakeholders. This is being brought forward by MCFC and MCC as part of a joint development collaboration.
- The site is located at a prominent and central location of high visibility, serviced by excellent public transport systems, including the recently expanded Metrolink. It is also located close to the East Manchester Academy, St Bridgid's Primary School and proposals for a new Research Institute with HE links. This will ensure that there is continuity of education provision in the area from primary school through to higher education and the potential for partners to work closely on education provision and facilities to maximum effect.

This site has been chosen for the following reasons:

- It is located within an area which is being transformed economically and which is enjoying considerable population growth, two key factors which are generating demand for Sixth Form places.
- It has been made available by Manchester City Football Club on the basis of a 125 year lease at a peppercorn rent. A brownfield site, the land is currently being remediated at the Club's cost and will be ready for the construction of the Sixth Form College in February 2013.
- The site is located at the southern gateway of the Etihad Campus in a visually prominent and accessible location.
- The size of the site is appropriate for a college of 600 students, including external facilities.
- It is located conveniently for use by the Club's 'scholars' and within very close proximity to public transport systems (bus and tram).

The proposals outlined above will provide an ideal environment which will support the delivery of this vision for post-16 education for young people in

East Manchester. The College will benefit hugely from its location within the campus, offering opportunities for shared facilities and other beneficial synergies. As a result of the wider investment strategy, College students and staff will be able to access:

- The 3G pitch located within the Club's Football Academy by virtue of a s.106 planning agreement as part of the consent granted in December 2011.
- The pool, fitness suite, dance studio and grass rugby pitch facilities at the Leisure Centre.
- Parts of the Manchester Institute, particularly in relation to qualification opportunities in the field of sports / science.
- Specialist facilities at the East Manchester Academy.
- Beswick public library.

Each of these factors will support the achievement of the College's educational vision of providing high quality, academic education in an inspirational setting.

### **The Preferred Sites**

Two sites are proposed for the delivery of the Sixth Form College in East Manchester – a permanent site and a temporary site. The temporary site would be used from the date the free school is proposed to open in September 2013 until new facilities are available on the permanent site (envisaged to be September 2014).

### **The Temporary Site**

The permanent site will not be available for construction until February 2013. The construction period would be approximately 18 months, and the new building would be available for occupation in September 2014.

It is intended that the College will open as a free school in September 2013 and it is therefore envisaged that temporary accommodation will be required for the period July 2013 – August 2014.

The East Manchester Academy (TEMA) was opened in September 2010 as a brand new school (there was no predecessor school in this part of Manchester), with capacity for 1020 students (11 - 19yrs). Currently the school roll is 379 comprising of Year Groups 7 & 8. By September 2013 the predicted number on roll will have risen to 922 (Year groups 7, 8, 9 & 10). With no Year 11 until September 2014, there will be space to accommodate the first cohort to the new Sixth Form College during 2013-2014. From September 2014 however, this space will be required by TEMA.

TEMA is designed with three wings, each of which contains learning spaces

and offices of various sizes. The building is inherently flexible and because not all year groups are enrolled, it is therefore ideally suited for temporary use by the proposed college.

This proposal has been agreed by the governing body of East Manchester Academy (please see attached letter of support). This will also ensure that there are close links between TEMA and the Sixth Form College from the outset.

The address and postcode of TEMA is as follows:

The East Manchester Academy

██████████

East Manchester

██████████

### **The Permanent Site**

The permanent site is located on land bounded by ██████████, ██████████ and ██████████, ██████████, Manchester ██████████. The freehold of the site is owned by Manchester City Football Club, acquired by them for the development of their new training academy, known as Manchester City Football Academy (MCFA). The MCFA proposals were granted planning permission on 22<sup>nd</sup> December 2011, including outline planning permission for the Sixth Form College. The MCFA site occupies a total area of 83 acres, of which approx 3.67 acres (14,880sq m) has been donated by the Club for building the College which will accommodate 600 students.

The site forms part of a masterplan for a suite of facilities known as Beswick Community Hub, comprising of the following projects:

- The Connell Sixth Form College
- The Manchester Institute for sports research and medicine
- Beswick Swimming Pool & Leisure Centre
- The House of Sport – an accommodation hub for the offices of national governing bodies of sport

These facilities will be linked by the new public infrastructure to the existing adjacent facilities of:

- East Manchester Academy
- Beswick Library
- St Brigid's RC Primary School.

This will create a campus of buildings, all within a 265m walk, facilitated by new pedestrian crossing points across existing highways. Together, the existing and proposed facilities lie at the heart of a strategy which will transform this part of East Manchester. The current masterplan locations are

set out in the diagram opposite, with the full masterplan drawing set out in annex 4.

The curriculum offer which has been developed by the Trust has been translated into an accommodation schedule. This was undertaken by following YPLA guidance and via intensive consultation with the AGGS Academy Trust staff to ensure that the facility proposals are closely matched to the curriculum offer. This has resulted in the following building brief:

- A college to accommodate 600 students, 40 teaching and 20 non-teaching staff;
- A two storey building with a footprint of circa 3,200 sq m and a gross internal floor area of circa 5,400 sq m;
- Single principal entrance, requiring sufficient space at its approach and permanent accessibility to the public;
- External social and recreational space, e.g. multi-use games area, external dining (minimum of 950 sq m MUGA and 950 sq m social space);
- Potential for external curriculum space and ecology / habitat improvement;
- Maximum car parking: 30-45 spaces and minimum cycle parking: 122 spaces;
- Secure service area with delivery access.

This brief has been factored into the development of the Masterplan for the Beswick Community Hub and the costs of the new College.

### **Costs and Funders**

It is proposed that the College is built as part of the wider Beswick Community Hub development which will transform this part of East Manchester. Such transformation can only happen by bringing together a coalition of stakeholders with congruent goals focused on addressing the consequences of several decades of decline and deprivation. For the purposes of the whole development, it is proposed that the key investment partners are:

- Manchester City Football Club
- Department for Education
- Manchester City Council
- Sport England
- Other private sector partners.

The costs and primary funders for each component part are as follows:

### **Beswick Community Hub: Costs and Proposed Funders**

Component		Proposed Primary Funder(s)
Sixth Form College (YPLA funding model)		DfE, MCFC, MCC
Leisure Centre & Pool		MCC, MCFC Sport England
Manchester Institute of Sports Medicine		MCFC, Sport England, MCC
House of Sport		Developer partner. MCC
Retail facilities		Developer partner, MCC
<b>TOTAL INVESTMENT</b>		

**The Connell Sixth Form College – Capital Funding Requirement**

The total cost of delivering the Sixth Form College is [REDACTED] and as demonstrated in the above table, stakeholders are investing considerable sums in other facilities which will benefit students and staff at the college. The total investment of [REDACTED] is in addition to an investment in adjacent facilities of [REDACTED] which is being made by Manchester City Football Club.

The breakdown of costs and proposed funders for the college is as follows:

6 <sup>th</sup> Form College: Costs and Proposed Funders		
Item		Proposed Funder
Cost of land, remediation and 3G sports pitch		MCFC
Highways / Infrastructure		MCC
Building / related external works (based on YPLA guidance)		DfE
<b>TOTAL</b>		

**Implementation & Delivery**

The stakeholders who are committed to supporting this bid have an excellent track record in delivery. If this bid is successful it is proposed that the procurement of the capital project is undertaken via the North West Construction Hub. This procurement mechanism was established as part of the Government-sponsored National Improvement and Efficiency Programme (NIEP) and has an excellent track record in the delivery of capital projects within time, quality and value-for-money parameters as well as providing apprenticeship opportunities for local young people.



## Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

### Annex 1 – Letters of Support



Framework for East Manchester. These include offering excellent educational opportunities for young people, increasing the take up of employment opportunities by local residents and promoting East Manchester as a high quality family location.

Manchester City Council look forward to working closely with the AGGS Academy Trust and all other partners to ensure the success of the Academic Sixth form as part of the Etihad Campus provision and is excited by the many opportunities that this initiative will bring to our city in the future.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M. Livingstone', written in a cursive style.

Mike Livingstone

Strategic Director of Children's Services  
Manchester City Council





## **Annex 2 – CVs:**

██████████ – ██████████

██████████ - Summary CV

### **Professional career**

██████████

### **Other roles**

██████████

### **Present position:**

██████████

██████████ – Proposed Sixth Form College Head

████████████████████: extended CV

### ***My Philosophy***

██████████

### ***Educational Leadership***

██████████

### ***Thinking Skills, Emotional Intelligence and Good Judgement***

██████████

### ***Leading and Managing People and Developing Teams***

██████████

### ***Governance***

██████████

### ***Commercial and Fund Raising activities***

██████████

### ***Ability to Drive and Manage Change***

██████████

### ***Commitment to Breadth and Quality of Education***

██████████

### ***Ambassadorial Role***

[REDACTED]

***Financial acumen and business nous***

[REDACTED]

***Open Style***

[REDACTED]

***Other Significant Experiences***

- [REDACTED]

***Energy, Confidence, Dynamism, Stamina and Optimism***

[REDACTED]

## **Annex 3 – Summary Business Case**

**A New Academic Sixth Form College  
for East Manchester**

**'The Connell Sixth Form College'**

**Business Case Summary**

**A Confidential Paper for the Department of Education**

**A Proposal by:**

**The AGGS Academy Trust**

**(Note – images removed to keep under max file size)**

## Summary

**Manchester** is the strongest regional centre in the UK and a world class business and investment location. The City has experienced significant growth over the past decade, and despite the economic downturn, the City has strong long term prospects for growth. The latest forecasts indicate the need to plan for an additional 53,000 new jobs in the City by 2027 and an additional 82,500 residents (+16%).

**East Manchester** has undergone a transformation over the past decade, with the hosting of the 2002 Commonwealth Games providing a catalyst for a much wider regeneration programme led by New East Manchester Ltd. This has proved crucial in attracting further investment, securing jobs and stimulating regeneration. Whilst considerable progress has been made, key challenges remain and much of East Manchester's population live in some of the most deprived neighbourhoods in the UK.

**Manchester City Football Club**, one of the world's leading football clubs with ambitious plans for growth, is a major employer in the area and has worked with young people and local communities for the past twenty years. The Club has recently secured planning permission for a new, world leading Football Academy (MCFA) to be located adjacent to the Etihad stadium in East Manchester and has provided an adjacent large site for community use.

**Beswick Community Hub**. The site made available by the Club is now part of an integrated development which will comprise a new academic sixth form, a sports research institute, a new community leisure centre and a regional sports hub for sport governing bodies. This will build on existing education, community and retail provision in this part of East Manchester.

**Increasing demand for sixth form places** in East Manchester is evident from the number of young people travelling outside of the City and the increasing school rolls. These pressures are likely to increase as new housing development is delivered and the area's population continues to grow. Other factors are also at play, including increasing GCSE attainment in East Manchester, the rising age of participation and the effects of removal of EMA. There is an un-filled niche for a high quality academic sixth form offer in the area.

**A shared vision** has been developed amongst partners to deliver a traditional academic sixth form A-Level college, overseen by an Educational Trust, which will provide new educational opportunities within a unique learning environment and establish a strong track record of progression to higher education.

There are a number of key features of the proposed academic Sixth Form College:

- **Bespoke academic curriculum:** which meets the needs of students and the economy. This includes A Levels in a variety of subjects including General Studies, Foreign Languages, English and Maths and BTEC (A Level equivalent) in Applied Science; Sports and Exercise, and Business; providing a strong platform for both higher education and vocational employment.

- **Wrap Around Support:** pastoral support based on the needs of the young person and taking account of their personal and family circumstances and including mentoring and other intensive support in areas such as healthy lifestyle, citizenship, financial awareness.
- **Learning Environment:** located close to the new community leisure centre and local library, the Sixth Form College will have state of the art ICT facilities and a policy which encourages students to come in early and stay late in an extended school day, helping to increase the chances of securing good exam results, with crèche facilities and linked clubs for siblings.

The objectives for the project - delivering a successful sixth form academic curriculum which inspires local young people from low income communities requires outstanding leadership and teaching. The Sixth Form College will be run by **the AGGS Academy Trust**, drawing on the expertise of Altrincham Grammar School for Girls, one of England's leading schools. The Trust, which is responsible for other schools in Manchester, has already demonstrated impact in driving up standards and this proposal will further strengthen links between the Sixth Form College and High Schools.

## Introduction and Context to the Sixth Form College Proposals

### The Manchester Context

Manchester is the strongest Regional Centre in the UK and has experienced a major physical, economic and social renaissance over the past 15 years. The city is now a world class business and investment location, with dynamic private and public sector partnerships and competitive business costs, a highly skilled labour pool and attractive property developments.

Despite the economic downturn, the City has the infrastructure in place to ensure that the long term prospects for growth within high value sectors such as the creative & media, professional services, science & advanced engineering remain strong.

Major projects such as MediaCity:UK, Airport City and the Northern Rail Hub will continue to support job creation, and the latest economic forecasts involve planning for an additional 53,000 new jobs in Manchester by 2027. The City also has a growing reputation as a leisure and visitor destination, a cosmopolitan outlook and thriving sporting and cultural scene.

The city's population grew by 11% between 2005 and 2010, the largest increase of the England's eight core cities.

The population is predicted to grow further by an additional 82,500 residents by 2027 (an increase of 16%), the result of economic growth, increased migration and increasing birth rates.

### Educational Infrastructure

One of the key challenges faced by partners in Manchester is to equip the increasing population of young people of the City with the skills and qualifications to access the jobs that are being created within the City Region.



Educational attainment is improving across the city and this has been helped by a major schools rebuilding programme. Major challenges however remain in order to increase the speed of improvement across the city including gaps in provision and areas of under achievement.

## **East Manchester, Manchester City FC and the Beswick Community Hub**

### **Regenerating East Manchester**

The Etihad Stadium and its surrounding area is at the heart of East Manchester, which is the focus of a consistent, long-term strategy for regeneration, led by New East Manchester Ltd (NEM). This area of the city was once home to traditional manufacturing industries on which the wealth of Manchester was founded. In the second half of the 20<sup>th</sup> century, much of the area's economic base was decimated by successive economic recessions and intensive competition from increasingly global markets. The area experienced rapid social and economic decline following economic recessions and increasing global competition. This resulted in high unemployment and major population loss. Over the fifty year period between 1951 and 2001, the area's population fell from 164,000 to 62,000.

The combination of employment and population loss left the area with a significant amount of brownfield, vacant, and underused land and buildings along with a low value, low demand housing market operating in a less than ideal physical environment and low population densities that could not support local facilities such as shops, post offices, banks or schools. The impact on the communities who could not exercise a choice to leave was profound.

The communities that remained in East Manchester at the start of the 21st century were living in some of the UK's most deprived neighbourhoods. Over 90% of the 62,000 East Manchester residents living in neighbourhoods that were classified in 2004 as being in the worst 10% in England, with the majority of residents (33,000) living in the worst 1% of neighbourhoods.

Since 2001 Manchester and East Manchester have experienced rapid population growth and forecasts indicate that this will continue. East Manchester's population of 70,000 is forecast to increase over the next ten years, primarily driven by families taking advantage of new housing provision. The hosting of the 2002 Commonwealth Games provided a catalyst for the wider regeneration of the area and has proved crucial in attracting further investment, securing jobs and stimulating further regeneration of East Manchester.

The area has seen extensive housing redevelopment; new world class sports facilities for elite and community users and improvements to public spaces. This has been accompanied by investment in community facilities and the delivery of extensive social and economic programmes, overseen by New East Manchester Ltd.

This rejuvenated part of the City is making an increasing contribution to the City's growth. East Manchester is forecast to accommodate a large proportion of the City's population growth over the next few decades, and Eastlands and

Central Park will be the focus for significant job creation.

Whilst considerable progress has been made in supporting local residents to access new employment opportunities, improving the physical environment and changing perceptions of the area, key challenges remain.

These challenges include:

- Overcoming continued high levels of deprivation, manifesting itself in high levels of worklessness, anti-social behaviour and poor educational attainment;
- Improving the prospects of young people from the poorest households;
- Engaging with young people and adults currently disengaged from mainstream social and economic life;
- The continued need to create more job opportunities and the ongoing regeneration of the local area.

East Manchester remains an area with low income neighbourhoods and high levels of deprivations, with continued investment in the area's social, economic and education infrastructure required to improve the prospects of the future generations in the area.

### **Manchester City Football Club's Investment in East Manchester**

East Manchester is home to Manchester City Football Club, one of the worlds leading football clubs, with ambitious plans for growth. The Football Club has built a deep and lasting relationship with communities across Manchester since the late 1800s, when the club that became MCFC was founded by the Connell family as part of a wider social offer to combat worklessness, anti-social behaviour and crime. It is also a major employer in East Manchester, providing over 300 fte posts, covering a variety of sporting and administrative roles and an additional 1,200 people employed on major match and event days.

The Football Club has long been a pioneer of supporting initiatives which help young people and local communities, including:

- **The City in the Community Programme**, an award winning sports related community programme recognised as the best in the UK which forges links between the club and the local community, in particular its youngsters. Its 50 staff oversee a variety of projects in relation to sport, health, young people, skills and enterprise. CITC engages with over 200,000 people of all ages from across the local community, including more than 50,000 children.
- **Employment and Supply Chain Initiatives**, involving a new series of actions to help recruit local residents to employment opportunities with the Club as well as strengthening links with local businesses. In the development of the Club's new office centre, 98% of supplies were sourced locally.

Manchester City Football Club has set out ambitious plans to develop a new plus Football Academy (MCFA) on a large site adjacent to the Etihad Stadium. The vision for MCFA is to create a new corporate HQ, world class training facilities and a Category One Football Academy for Manchester City

to further establish itself as a successful, world class sustainable club for the future, and deliver the next phase of development in East Manchester.

MCFC intends to become one of the leading football clubs in Europe and the world, with a large and growing global fan base, and a reputation for excellence in every aspect of its activities. MCFA is central to meeting and exceeding the best training and youth football facilities in Europe. The investment made through the MCFA will also ensure that MCFC is fully integrated into one location in East Manchester.

This will involve a new Academy for up to 400 young players, 1st team building with changing room, gym, refectory, injury and rehab centre, twelve youth development football pitches and four 1st team football pitches, a 7,000 capacity stadium for youth matches and dedicated media centre, an MCFC Customer Service Centre and new foot-bridge linking the centre to the Etihad Stadium.

The Football Club is committed to ensuring that the delivery of the MCFA builds on their deep and long lasting relationships with a variety of communities, particularly those in East Manchester.

Development of the MCFA will help it to broaden the delivery and impact of its community work as well as achieving a variety of other educational and social impacts. The new corporate HQ facilities will safeguard the existing employment and ensure that the Club can expand its employment base as new commercial opportunities are pursued.

The delivery of the different components of the MCFA will provide a number of new and additional local employment and training opportunities both during the construction and operational phases of the development. The club wish to achieve 'category 1' status for their new academy, in line with new guidance set out by the Premier League in their 'Elite Player Performance Plan'. This will require the club to develop first class education facilities for their young players (scholars) in close proximity to the training facilities

As part of the MCFA project, MCFC is making available a large adjoining site (5.5 acres) for community use and this is being incorporated into plans for a suite of community education, leisure and research facilities sitting within a campus masterplan - the Beswick Community Hub in a gateway location. This location and the proposals for it build on an existing hub of community facilities in the area, comprising the recently opened East Manchester Academy, St Brigid's Primary School, the Beswick Library and local retail provision. The Beswick Community Hub is described in more detail below.

### **The Beswick Community Hub**

Proposals for the Beswick Community Hub at the south west corner of the MCFA site have been developed through collaboration between the City Council, New East Manchester, Manchester City Football Club, Sport England and local education providers including the AGGS Academy Trust. The plans respond to the Draft Eastlands Community Plan which seeks to pursue new opportunities for investment in community, sport, leisure, youth and education facilities in the area. The three key strands of the Plan are to improve the educational offer, strengthen community sports and leisure provision and

increase investment and local employment, responding to public consultation where improving the educational offer in the area came out as a top priority.

The delivery of the Beswick Community Hub has the potential to make a contribution towards addressing some of these challenges, and forms another element of the strategy of using sport, recreation and culture as a means to regenerate East Manchester from both a physical and social perspective. The Community Hub will be located at a key gateway site to the Etihad Campus / Sportcity and the MCFA project within the heart of East Manchester, with excellent public transport connections provided by the new Metrolink line and bus routes. Plans for the site include the following:

- A new, academic sixth form college for East Manchester, 'the Connell Sixth Form College';
- The Manchester Institute, a world class research, treatment and product development facility;
- The Beswick Leisure Centre, including a new community gym and swimming pool; and
- A Regional Sports Hub for sports governing bodies.

These schemes will complement existing education, library and retail provision which is provided in this part of East Manchester (the Academy, primary school, library and retail provision) to deliver a much greater, and more integrated hub of community facilities.

The schemes will be delivered in line with a Campus masterplan that has been developed with the co-operation of all partners. The total investment proposition for the Community Hub is currently estimated at [REDACTED]. Proposed and potential funders include Manchester City Council, MCFC, Sport England, the Department for Education and other public and private investment.

In response to the core challenge of equipping disadvantaged young people in East Manchester with the skills and qualifications to access new jobs, local partners are proposing an aspirational and innovative solution - to create a new academic 6th form college in an area of significant deprivation which prepares, nurtures and teaches young people to help them to secure these qualifications and skills. The College would be located within the Beswick Campus of new sporting, research and community facilities. The evidence for the demand and need for this facility is presented in the following sections.

## **Education in East Manchester**

There has been significant investment in education infrastructure in East Manchester over the past decade, including investment in four new primary schools, the rebuilding of three high schools and development of the new East Manchester Academy. This physical infrastructure has played a role in improving the education offer within East Manchester over the past decade. East Manchester is currently home to the following five secondary schools:

- **East Manchester Academy**, a new Academy which opened in the heart of East Manchester in 2010 and specialises in the built environment and the Performing Arts.
- **Wright Robinson High School**, located in Gorton which became a member of the Specialist Schools and Academies Trust and specialises in sport and the arts.
- **Cedar Mount**, a multi-faith high school which moved to the £27m Gorton Village in 2008 and has recently become an Academy sponsored by the Altrincham Grammar School for Girls.
- **St Peters High School**, a catholic high school located in Belle Vue which is a specialist college for business and enterprise including a partnership with the Co-operative Group, and is one of the region's leading sports schools and has
- **Melland High School**, which is a special needs high school for pupils aged 11-19 serving communities in central and East Manchester.

In addition, there are a number of schools located on the outskirts of East Manchester to the north of the City which attract some East Manchester young people (e.g. the new Communications Academy in Harpurhey). A total of eighteen primary schools provide the area's five high schools with the majority of their pupils.

### 16-19 Provision for East Manchester

Currently, whilst Manchester College's Openshaw location is the most popular FE destination of East Manchester residents, the majority of East Manchester youngsters travel outside of East Manchester for 16-19 provision.

FE Destinations of East Manchester Residents (source: Connexions, bold = East Mcr)		
Institution	Location	2010
<b>The Manchester College - Openshaw Campus</b>	[REDACTED], East Manchester	<b>28.9%</b>
Loreto College	[REDACTED], South Manchester	14.3%
Xaverian College	[REDACTED], South Manchester	10.5%
Ashton-under-Lyne Sixth Form College	Ashton, Tameside	6.9%
<b>The Manchester College - Nicholls Campus</b>	[REDACTED], East Manchester	<b>6.2%</b>
Stockport College	Stockport	5.6%
Tameside College	[REDACTED], Tameside	4.8%
The Manchester College - Shena Simon	[REDACTED], Manchester	4.5%
The Manchester College - Moston Campus	[REDACTED], North Manchester	3.2%
The Manchester College - St Matthew's Centre	[REDACTED], North Manchester	1.5%
Other Destinations	Various	13.6%

The majority of East Manchester youngsters undertake a mixture of vocational and academic qualifications at Manchester College, attend one of the academic colleges in the south of the City or travel outside of the local authority. The main academic sixth form provision is delivered by Loreto and Xaverian Colleges. Both are located to the south of the city, with Loreto primarily serving students from St Peter's Catholic High School.

The East Manchester Academy and the Communications Academy (located

near to East Manchester to the north of the City) currently have provision for 240 sixth form places in total, with the first year 11 leavers coming through the system in 2015/16. Given the increasing demands on secondary school provision, the Academies have a greater requirement to extend 11-16 provision to meet demand and discussions are taking place to transfer the delivery of post-16 provision to the proposed Sixth Form College. Local partners also consider that the proposed sixth form offer in some high schools is too small to provide a broad curriculum and that there is a lack of a high-quality academic sixth form offer in the area which is commensurate with their ambitions to drive up standards.

## **Demand for a New Academic Sixth Form College in East Manchester**

A number of factors have combined to increase demand for an academic sixth form within East Manchester, providing the rationale for partners to take forward this proposition.

**A Rising Population:** Following a period of decline in the 1980s and 1990s, both the City as a whole and East Manchester in particular has changed considerably over the past decade. As the diagram shows below, the city has seen significant population growth which is forecast to continue over the next two decades. East Manchester's population rose by 6,500 during 2001 and 2009, an increase of 10% compared to just 5% nationally and 2% in the North West during the same period.

Despite the recent economic downturn, major residential developments continue to be planned for the area and families are likely to be increasingly attracted over the next ten years. East Manchester is forecast to see a substantial increase in both 5-9 year olds and 10-14 year olds between 2010 and 2020. The increase in 15-19 year olds in East Manchester anticipated to continue in the longer term. Long term population increases amongst young people will place an increasing strain on existing high schools and create additional demand for sixth form provision.

**Increasing Primary and Secondary School Numbers:** The area's population growth has increased pressure on primary school places. The number of reception year pupils across Manchester has increased from 5,108 pupils in 2008 to approximately 6,500 in September 2011. From 2012, the number of reception age pupils (anticipated to be 6,500) will be greater than the collective schools published admissions number (PAN) of 6,456. This will flow through into the secondary sector and demand for sixth form provision over the medium term.

Current secondary schools within East Manchester are either very close to, or at full capacity. As the population continues to grow and the flow from primary school to year 7 increases, this issue will be exacerbated. To deal with this situation, it is proposed that the sixth form places currently established at East Manchester Academy and elsewhere in East Manchester (240 places in total) transfer to the proposed college and these over-subscribed schools increase their capacity for 11-16 students.

**Improvements in GCSE Results:** There has been a significant improvement

in GCSE results both nationally and within Manchester over recent years. This has been replicated in East Manchester schools where both Cedar Mount and St Peter's have shown exceptional increases in the proportion of pupils obtaining 5 GCSEs A\*-C including Maths and English over the past five years. In addition, the involvement of Altrincham Grammar School for Girls with Wright Robinson played a role in this school increasing its proportion of youngsters with 5 GCSEs A\*-C from 33% to 50% in one academic year (2010/11). Across East Manchester during the period 2007-2011, the proportion of youngsters achieving 5 GCSEs at A8-C rose from 22.6% to 46.7%. With the involvement of Altrincham Grammar School for Girls and as the East Manchester Academy presents its first cohort of year 11 students for examination in 2015, attainment rates are likely to increase further and with it demand for sixth form A-Level courses.

**Other Factors:** The removal of EMA support, combined with the challenging economic climate, is likely to reduce the ability of young people in East Manchester to travel on costs grounds. The proposed new sixth form college will have excellent transport connections which will make it more attractive to East Manchester residents than existing provision.

The planned changes to the school leaving age for 2013 (17 year olds) and 2015 (18 year olds) are also likely to lead to a limited increase in the numbers of children demanding sixth form A-Level provision.

The regeneration of the area, the investment in new facilities and the improvements in performance of high schools in East Manchester are together helping to reduce the numbers of young people accessing education provision in neighbouring authorities.

Finally, there is also a unique opportunity to bring together the requirements of Manchester City Football Club, in respect of their Academy scholars.

### **Sixth Form Demand**

In planning this project, a variety of consultation and analysis has been undertaken to examine where demand will come from for a new academic Sixth Form College in East Manchester. It is envisaged that the core demand per year group will come from the following three areas:

- **East Manchester High Schools:** Circa 210 pupils. By 2014/15, it is envisaged that some 472 students will secure 5 or more A\*-C at East Manchester schools. It has been assumed that the majority of students at the East Manchester Academy, Wright Robinson and Cedar Mount will choose the new Sixth Form in East Manchester, with modest numbers attracted from St Peters and the Communications Academy.
- **Pupils from other schools, colleges and neighbouring districts:** Up to 40 pupils. It is envisaged that the new Sixth Form would also appeal to some children in neighbouring districts and from other schools in North Manchester.
- **Manchester City Football Club's Football Academy:** Up to 30 students. There is a requirement to educate football scholars based at the Football Club's adjacent training and accommodation facilities.



An annual enrolment of 270-280 pupils will allow East Manchester to offer all of its young people a full educational offer, with new academic A-Level provision complementing the vocational offer from Manchester College. In addition there is envisaged to be a limited number of pupils placed on a foundation year prior to enrolment on the A-Level provision.

## **Vision and Objectives**

The partners taking forward this project are determined to enable all young people in East Manchester to enjoy the benefits of the best 11-19 education possible and to increase the choice and diversity of provision.

A collaborative approach has been established towards the planning for and establishment of a new Sixth Form College in East Manchester. Core to this has been the focus on complementing and enhancing existing provision in the area, developing a comprehensive East Manchester 14-19 offer and meeting increasing demand for A-Level provision.

The vision for the East Manchester Sixth Form College is as follows:

### **The Vision for the Connell Sixth Form College**

*The Connell Sixth Form College in East Manchester will offer the values, ethos and student experience of a traditional Sixth Form and will seek to establish from the outset a strong track record of progression to higher education/university. The College will fill a gap in education within the East of the City, meeting increasing demand for traditional A-Levels and will raise the aspirations and progression rates of local young people.*

*Students will become part of a vibrant and professional learning community, surrounded by like-minded young people at the start of a new journey. The approach to teaching and learning will be based around students being challenged and inspired to raise their aspirations and pursue academic excellence. It will develop and inspire resilient young adults willing to take risks and celebrate success. The experience at the College will prepare them to take on the rigour of higher education along with the necessary confidence and independence needed to compete for success.*

*Through close links with local primary and secondary schools, Universities and major employers, a consistent and collaborative approach will be adopted to the education of local young people in East Manchester. The College will provide East Manchester's young people with the best possible opportunity to progress to higher education and access new employment opportunities which are being created across the City.*

*The College's location within the wider Beswick Community Hub, a campus of high class sporting, leisure, and community facilities, will make it unique. A collaborative approach to facility planning will ensure that students have access to extended facilities while the local community will benefit from use of the College with an active extended schools provision. The College will play a role in the ongoing regeneration of East Manchester, helping to change it from an area characterised by deprivation to one of opportunity and choice.*

A new academic Sixth Form in East Manchester can play an important role in delivering the education vision for East Manchester and providing new educational opportunities in a unique learning environment. Tying the Sponsor



Academies and existing Academies into the approach, will extract the maximum community benefit for one of the most deprived communities in the UK, deliver significant efficiencies in the use of public monies and create an institution that is committed to engaging with the communities that surround it. The core objectives of the East Manchester Sixth Form College project are as follows:

### The Connell Sixth Form College– Core Objectives

- To provide a full Sixth Form academic curriculum in East Manchester that raises the aspirations and attainment of young people.
- To increase the number of young people from East Manchester who progress to University, training or employment at the age of 18 plus.
- To provide young people with advanced academic and vocational qualifications which reflect the jobs which are being created in the City.
- To provide safe and high quality facilities within a wider community campus that inspires staff, young people, parents and the local community to develop their full potential.
- To understand each pupil's differing learning needs and abilities and use a wide variety of teaching methods to enable them to make significant progress matched to their ability.
- To engage with other education providers, partners and employers to ensure that a joined up approach to the education of young people and use of facilities is provided to maximise the benefits for the local community.

The goal of increasing the number of young people from low incomes households going on to University will be assisted by close links to local Universities. **Manchester Metropolitan University**, some three miles from the Sixth Form College, is committed to widening participation and already offers a number of degrees which are relevant to the new jobs which Manchester is creating. MMU will be an active collaborative partner in the Sixth Form College.

## The Proposed Educational Offer at a New Sixth Form

### The Curriculum

A bespoke curriculum to meet the needs of students from East Manchester High Schools has been developed by teachers from Altrincham Grammar School for Girls, one of England's leading schools. It has been developed to take account of the demand from local students and the pastoral support needed to support students from low incomes households with limited experience of further and higher education.

The development work took account of the need for some students to pursue employment at the end of their school career and the lack of family involvement in higher education which presents a change to the majority of students from East Manchester.

There are a number of key features of the Sixth Form College:

- **Bespoke academic curriculum:** which meets the needs of students and the economy. This includes A Levels in a variety of subjects including General Studies, Foreign Languages, English and Maths and BTEC (A Level equivalent) in Applied Science; Sports and Exercise, and Business; providing a strong platform for both higher education and vocational employment.
- **Wrap Around Support:** pastoral support based on the needs of the young person and taking account of their personal and family circumstances and including mentoring and other intensive support in areas such as healthy lifestyle, citizenship, financial awareness.
- **Learning Environment:** located close to the new community leisure centre and local library, the Sixth Form College will have state of the art ICT facilities and a policy which encourages students to come in early and stay late in an extended school day, helping to increase the chances of securing good exam results, with crèche facilities and linked clubs for siblings.

The Advisory Group which developed the curriculum approach has also recommended a **foundation year** for those students who have completed their GCSE but are not fully ready for an academic A Level Programme. This transition year is designed to allow students less experienced in academic study to prepare more fully for a successful A Level programme.

**Employer links and work experience** will be a key feature of the Sixth Form College, linking students to major employers over an extended period, giving young people a deeper insight to the world of work and a taste of the types of technical and professional jobs which they can aspire to.

### **Governance and Management Arrangements**

A shared vision has been developed amongst partners to deliver a traditional sixth form A-Level college, overseen by an Educational Trust, which will provide new educational opportunities within a unique learning environment and establish a strong track record of progression to higher education.

The objectives for the project - delivering a successful sixth form academic curriculum which inspires local young people from low income communities requires outstanding leadership and teaching. To this end, the Sixth Form College will be run by **the AGGS Academy Trust**, drawing on the expertise of one of England's leading schools. The Trust is responsible for other schools in Manchester, and this will strengthen links between the College and High Schools.

The role of the Trust is central to the success of the College and senior management's track record in delivering outstanding results will give parents and young people the confidence to invest their future in the new College.

The Trust will be able to offer teachers the opportunity to move between schools and to ensure that the very best teachers are involved in the new Sixth Form College. This is part of the approach of providing the inspiration for young people to embrace new opportunities

### **Development Brief**

The curriculum offer which has been developed by Altrincham Grammar School for Girls has been converted to an accommodation schedule using guidance from the YPLA. This has resulted in the following building brief:

- A college to accommodate 600 students, 40 teaching and 20 non teaching staff;
- Two storey building with a footprint of circa 3,200 sq m;
- Single principal entrance, requiring sufficient space at its approach and permanent accessibility to the public;
- External social and recreational space, e.g. multi-use games area, external dining (minimum of 950 sq m MUGA and 950 sq m social space);
- Potential for external curriculum space and ecology / habitat improvement;
- Maximum car parking: 30-45 spaces and minimum cycle parking: 122 spaces;
- Secure service area with delivery access.

The College would sit within the wider masterplan developed for Beswick Community Hub and an indicative design has been developed. Students and staff at the College would be able to use the facilities available at other facilities within the campus – East Manchester Academy, Beswick Leisure Centre (including swimming pool) and Library, the Sports Institute and the new training facilities being developed by MCFC.

## Costs and Funders

The Beswick Community Hub masterplan has been costed by [REDACTED] as summarised in the following table. Potential funders are indicated.

Beswick Community Hub: Costs and Proposed Funders		
Component	[REDACTED]	Proposed Primary Funder(s)
Sixth Form College (YPLA funding model)	[REDACTED]	DfE, MCFC, MCC
Leisure Centre & Pool	[REDACTED]	MCC, MCFC, Sport England
Manchester Institute of Sports Medicine	[REDACTED]	MCFC, Sport England, MCC
House of Sport	[REDACTED]	Developer partner MCC
Retail facilities	[REDACTED]	Developer partner MCC
<b>TOTAL INVESTMENT</b>	[REDACTED]	

## Deliverability

There are a number of factors which will facilitate the delivery of this project:

- Outline planning permission for the 6th Form College and the Sports Institute has already been granted as part of the MCFC academy proposals which were awarded planning consent on 22nd December 2011.
- The site proposed for the College is on land which has been gifted by MCFC and is currently in the process of remediation.
- The Beswick Community Hub concept is to be considered by MCC Executive in February 2012 as part of the Eastlands Community Plan.
- Delivery of the college as part of a suite of other facilities will generate value for money benefits.

## **Summary of the Proposition**

The provision of a new Sixth Form College, managed by the AGGS Academy Trust, has the full commitment of Manchester City Council, New East Manchester and Manchester City Football Club, one of the largest employers in the area.

The new Sixth Form College will allow local people to take advantage of the generous offer of land (with a value of £4m) at the heart of the Beswick Community Hub, a [REDACTED] investment which will help further transform the area and complement the major investment in new football facilities by the Club.

A new sixth Form College addresses a major gap in education provision within this part of the City, and helps to inspire young people within one of the UK's most deprived areas to progress to higher education and secure the jobs which are being created within an expanding and ambitious City.

In educational terms the College will:

- Introduce an academic sixth form curriculum tailored to helping young people from low income communities access higher education and higher skilled employment opportunities.
- Provide the pastoral care and learning support which allow young people to wholeheartedly commit to their studies.
- Introduce new initiatives such as intensive pre- A level support and innovative work experience programmes.

The leadership and expertise of AGGS Academy Trust will ensure that the challenge of achieving a step change in the number of academically successful young people in East Manchester will be met in full.

## Annex 4 – Beswick Community Hub Masterplan

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